

Guidance for the inspection of independent schools

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Estyn

Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
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Her Majesty's Inspectorate
for Education and Training in Wales

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities;
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community learning;
- ▲ youth and community work training;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the Welsh Assembly Government and others; and
- ▲ makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Introduction

Purpose of this guidance

This guidance sets out the way the inspectorate will inspect independent schools for the six-year inspection cycle from 2010. It relates to the inspection of all independent schools in Wales, including those that provide wholly or mainly for pupils with special educational needs (SEN). It will be reviewed during 2012-2013 in preparation for the second half of the inspection cycle.

The purposes of inspection are to:

- provide accountability to the users of services and other stakeholders through our public reporting on providers;
- promote improvement in education and training; and
- inform the development of national policy by Welsh Assembly Government.

The inspectorate conducts a core inspection for all providers in each sector of education and training. This guidance explains how we will carry out core inspections. Where the inspection identifies a concern in relation to standards, quality of education and training or leadership and management, then the inspectorate will conduct follow-up activity with the provider. This guidance contains information about follow-up activity in Annex 8.

Independent schools can use this guidance to see how inspections work and to help them in carrying out their own self-evaluation. In addition, schools can use the inspectorate's guidance on self-evaluation.

This guidance has two parts that are about:

- carrying out inspection; and
- making judgements.

Further information and guidance about inspections can be found on the inspectorate's website www.estyn.gov.uk

Legal basis for the inspection of independent schools

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2003. These regulations require an independent school to meet an appropriate standard in the following areas:

- a the quality of education provided;
- b the spiritual, moral, social and cultural development of pupils;
- c the welfare, health and safety of pupils;

- d the suitability of proprietors¹ and staff;
- e the premises and accommodation;
- f the school's provision of information; and
- g the manner in which schools handle complaints.

This guidance gives more detail of these standards. It sets out how the inspectorate will judge a school's compliance in meeting them.

The National Assembly for Wales, in its role as the registration authority for independent schools in Wales, may at any time:

- require Her Majesty's Chief Inspector (HMCI) to inspect any registered school, or to secure its inspection by one or more reporting inspectors; or
- arrange for the inspection of any registered school by a body approved by the registration authority.

The inspectorate must:

- make a report to the registration authority on the extent to which the school meets the standard/s to which the inspection relates;
- where they are not met, indicate what the school needs to do in order to comply with the regulations; and
- if the registration authority so requires, arrange for the publication of the report.

Inspectors must use the framework and this guidance when they make their judgements and write their inspection report. Inspectors should refer to Annex 3 that explains where the standards relate to the key questions of the Common Inspection Framework.

Early years provision

Some independent schools currently offer a range of early years provision that may include playgroups, nursery day care and state-funded education provision. Inspectors should only inspect this provision where children are registered as pupils.

If the school is a member of the Early Years Development Childcare Partnership (EYDCP) and receives state funding for children aged three or four years, the curriculum for those children must meet the requirements of the Foundation Phase.

Where there is early years provision that is not part of the school (i.e. the children are not on the school's register), you must check that the provision has been registered with Care and Social Services Inspectorate Wales (CSSIW) and the local authority as appropriate. This is an important safeguarding issue and you should raise this matter with the school, if it has not taken the appropriate action.

¹ The term proprietor, as defined by the Education Act 1966, means the person or body of persons responsible for the management of the school and can include a sole proprietor, governing bodies, trustees or directors.

Part 1: Carrying out inspections

Introduction

This section is set out in a way that reflects the sequence of work before, during and after a core inspection.

The reporting inspector is responsible for the conduct and management of the inspection, and for the inspection report. While this guidance focuses mainly on the role of the reporting inspector, all team members must comply with the same inspection requirements.

Principles of inspection

Inspectors will:

- ensure that inspection is of high quality and responsive to the needs of all learners;
- ensure that judgements are secure, reliable, valid and based on first-hand evidence;
- involve schools fully in the inspection process, including the use of nominees;
- use the school's self-evaluation report as the starting point for the inspection and to identify key issues for investigation in order to make judgements on the validity of its findings;
- include peer inspectors in the inspection process;
- keep to a minimum any requirements for documentation and preparation by the school;
- gain the learners' perspective and that of other stakeholders;
- apply the principle of equality for Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate; and
- be constructive in identifying and supporting schools with important areas for improvement.

Code of conduct for inspectors

Inspectors should uphold the highest possible standards in their work. All inspectors have to meet the standards in Estyn's Code of Conduct. When conducting the inspection, inspectors will:

- carry out their work with integrity, courtesy and due sensitivity;
- evaluate the work of the provider objectively;
- report honestly, fairly and impartially;
- communicate clearly and openly;
- act in the best interests of learners; and
- respect the confidentiality of all information received during the course of their work.

It is important that inspectors judge the effectiveness of provision and leadership on their contribution to outcomes and not on the basis of any preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose of achieving high standards of work and behaviour for all pupils.

You should be aware that requests for disclosure of information may be made for details contained in inspection evidence, letters and emails. All information (written or electronic) should be recorded in a way that is fit for the public domain.

Expectations of providers

In order that inspection and regulation are constructive and beneficial, it is important that inspectors and providers establish and maintain a professional working environment based on mutual courtesy, respect and professional behaviour. Inspectors are expected to uphold Estyn's Code of Conduct but we also expect providers to:

- be courteous and professional;
- apply their own codes of conduct in their dealings with inspectors;
- enable inspectors to conduct their inspection in an open and honest way;
- enable inspectors to evaluate the provision objectively against the Common Inspection Framework;
- provide evidence that will enable inspectors to report honestly, fairly and reliably about their provision;
- maintain a purposeful dialogue with the inspector or the inspection team;
- recognise that inspectors need to observe practice and talk to staff, learners, trainees and other stakeholders without the presence of a manager or senior leader;
- draw any concerns about the inspection to the attention of inspectors in a timely and suitable manner through the nominee or senior leader;
- work with inspectors to minimise disruption and stress throughout the inspection; and
- ensure the health and safety of inspectors while on their premises.

Health and safety

Inspectors will carry out inspections in accordance with the inspectorate's guidance on health and safety. If you observe anything that you think constitutes an obvious danger to the safety of staff, visitors or pupils, you should alert managers at the school being inspected. You should also notify them if less than obvious threats are noticed. In all cases you should make a separate electronic note of the threat and that the managers were informed of it. This should be copied to the health and safety lead officer in the inspectorate. You should report on obvious breaches of health and safety legislation in Key Question 2 and in the section on Compliance with the Regulations for Registration.

You should be aware that requests for disclosure of information may be made for details contained in inspection evidence, letters and emails. All information (written or electronic) should be recorded in a way that is fit for the public domain.

Responding to a safeguarding allegation

If an inspector is alerted to an allegation/suspicion in respect of a child, young person or vulnerable adult, you should follow the procedures as set out in Section 4 of the Estyn Policy and Procedures for Safeguarding 2009.

The reporting inspector has a crucial role in this process and is responsible for making a safeguarding referral, reporting to the inspectorate's safeguarding officer and informing the provider that a referral is being made.

As directed by the safeguarding policy and pocket guide, inspectors have a duty to:

- report any concerns to the inspectorate's safeguarding officer or deputy;
- follow their instructions regarding information sharing;
- record details on the Estyn safeguarding log; and
- avoid investigating matters relating to safeguarding concerns.

Approach to inspection

This guidance sets out the procedures for core inspections of independent schools. These inspections will be complemented by follow-up activity in those schools that fail to meet one or more of the standards required for registration.

The starting point for inspection is the school's evaluation of its own performance, supported by relevant performance information. Inspectors will not inspect all aspects of work in depth during a core inspection. They will sample evidence to test the school's own evaluation of its work. The self-evaluation report will guide how the team samples the evidence, but the main focus will always be on the standards that pupils achieve.

The standards achieved by pupils and the progress they make are the key measure of the quality of the education they have received and of the effectiveness of the leadership and management of the school. Inspection will focus on the needs of pupils and the impact that education and training have on raising standards.

We will inspect all schools during a six-year programme of inspections.

The inspection period and the number of inspectors will vary according to the size of the school.

Inspection reports will cover all key questions, quality indicators and aspects of the common inspection framework, and the school's compliance with the Independent School Standards (Wales) Regulations 2003.

All inspections are carried out in line with our Welsh Language Scheme, available from the inspectorate's website www.estyn.gov.uk and supported by supplementary guidance on inspecting Welsh language development.

The inspection team

Inspection teams will be led by a reporting inspector (HMI or additional inspector on secondment or contract to the inspectorate) with other team members drawn from

among HMI or additional inspectors. Additional inspectors may be on secondment or contract to the inspectorate. Each team will also have a peer inspector (staff from another school).

The reporting inspector manages the inspection team and the whole inspection process, and is the first point of reference for everyone involved in the inspection.

Schools will be invited to select a senior member of staff, called the nominee, to work with the inspection team. The nominee will have sufficient seniority to act as a link between the school and the inspection team but need not be the leader of the school.

Contacting the school before the inspection

The school will receive four weeks' written notice of the inspection. Following this, the inspectorate will contact the school by telephone to set up the arrangements for the inspection. During this discussion, the inspectorate will:

- explain the purpose of the inspection and discuss an outline programme for the inspection;
- discuss the information required before the inspection and make the arrangements for receiving it in electronic form if possible;
- ask if there are any issues or risks the team should be aware of and ask for a general health and safety briefing for the team at the start of the inspection;
- establish whether the school wishes to have a nominee and, if it does, agree the role of the nominee;
- agree arrangements for setting up a meeting with parents/carers;
- arrange the availability of supporting evidence, including samples of pupils' work;
- ensure that there are agreed procedures for addressing any concerns or complaints that might arise during the course of the inspection;
- arrange for the proprietor to meet inspectors during the inspection period;
- organise any domestic arrangements such as a base for the inspectors and parking;
- set up the arrangements for feeding back the inspection findings;
- agree the arrangements for completing post-inspection questionnaires; and
- inform the school that the key matters of the arrangements will be confirmed in writing.

The inspectorate will request the following information as soon as possible:

- key background information on the school;
- a copy of the school's most recent self-evaluation report and improvement plan; and
- details of the school's timetables for the period of the inspection.

If the inspection is to take place early in the school year, the inspectorate may ask for samples of pupils' work from the previous year.

The inspectorate will ask the school to inform other partners and stakeholders about the inspection, including arrangements for the parents'/carers' meeting.

When schools are notified of inspection they will be provided with questionnaires for pupils and parents/carers. The surveys will form part of the pre-inspection evidence. If there are 100 pupils or fewer all pupils should be surveyed. If there are more than 100 pupils the survey should include at least 100 or 25% if the total number of pupils is 400 or more. The sample of pupils should be selected at random by arrangement with the inspectorate. Inspectors will also carry out oral surveys during the inspection with specific groups of pupils, to follow identified lines of enquiry. Questionnaires containing a range of questions about the work of the school must be sent to all parents/carers. The inspectorate will collate and analyse the questionnaires and summarise the results in an annex to the inspection report.

A school may receive state-funding for pupils, for example those:

- in EYDCP placements;
- with statements of special educational needs (SEN); or
- who are looked-after children.

The inspectorate will arrange to obtain a briefing on the school from the placing authority.

Where provision is also inspected by CSSIW, the inspectorate should liaise directly with that organisation in accordance with the protocol.

Planning the inspection and preparing the team

Taking into account the school's self-evaluation report and any information already held by the inspectorate, the reporting inspector will plan the inspection and allocate responsibilities to members of the inspection team.

The reporting inspector will complete a pre-inspection commentary (PIC). This will include hypotheses based on the self-evaluation report and other information that inspectors will use to direct their lines of enquiry during the inspection. The PIC will be sent to the nominee and the team before the on-site part of the inspection.

Inspections involve observation of teaching, training, and work with pupils. Schools are expected to send the reporting inspector a full plan of all the intended activities during the inspection week. On the basis of the information received, inspectors will select a small sample of sessions to observe and to evaluate. The sample will reflect the range of the school's work and support the investigation of lines of enquiry suggested by inspectors' initial hypotheses.

During the inspection

Initial team meeting

In the initial meeting of the inspection team, there should be a health and safety briefing from the school. After that, the team should discuss the strategy for the inspection. This should start with the school's self-evaluation report and the PIC.

Inspectors will sample, test and validate the evaluations made by the school. The discussions should centre on the evidence that needs to be reviewed. This will include observations, sampling pupils' work and interviews with pupils, staff and other stakeholders.

Gathering and reviewing inspection evidence

Inspectors will evaluate the provision and make two overall key judgements. These overall judgements will derive from the judgements made on the three key questions. Each key question is broken down into quality indicators which have a number of aspects.

The team will plan the inspection so that inspectors can cover the aspects and pursue the identified lines of enquiry that are specific to the school.

The team will ensure that inspectors have enough time to review the key evidence that is needed to make judgements. The team will need to ensure that it is focused on the key evidence that can be used to substantiate its judgements. The main forms of evidence are:

- documentary evidence, including data on pupils' performance and progress;
- observation of teaching or training sessions and other activities;
- samples of pupils' work;
- the views of pupils and stakeholders;
- discussion with staff, leaders and managers, the proprietor and others; and
- briefings from local authorities and CSSIW where appropriate.

Details of the main sources of evidence are included in Annex 2.

Direct observation of work will be used wherever possible to gather evidence to support judgements. The team will spend between 30% and 50% of their time on the inspection in observing teaching. Inspectors will normally spend no less than 30 minutes observing a learning activity.

Inspectors may select an additional sample of pupils' work to meet the needs of a particular line of enquiry.

Learner voice is a key source of evidence of their achievement, attitudes and wellbeing. Discussions will provide an opportunity to explore pupils' knowledge and understanding of their work, how well they feel they are being supported, and to what extent the school contributes to their wellbeing.

The pupils that are to be interviewed should be selected carefully to provide evidence for particular lines of enquiry. Inspectors will request lists of pupils from the school and then select those that they wish to interview. The inspection team may request lists based on various categories, for example those with additional learning needs, Welsh speakers, those from disadvantaged backgrounds and minority ethnic groups.

Schools should make information available to the inspection team about the standards achieved by pupils, particularly the results of any initial screening tests and assessments. This will help inspectors to judge pupils' progress and to come to a view about the standards pupils achieve compared to starting-points.

The team will need to consider stakeholders' views on the school and test out the validity of those views during the inspection in order to inform judgements.

It is important that the reporting inspector holds a daily meeting with the headteacher to agree new arrangements, discuss matters of concern, clarify inspection issues, obtain further information and discuss emerging findings.

Recording inspection evidence

Evaluation forms should be used to record all evidence and judgements. A judgement form must be completed that summarises the evidence from the inspection. This includes observation of learning activities, discussions with pupils, interviews with staff, interviews with leaders and managers, scrutiny of documentation, performance information and samples of pupils' work.

Team meetings

The main purpose of team meetings is to arrive at an accurate and thoroughly tested corporate view of standards, quality and leadership. The whole inspection team will come to corporate judgements that are based upon sufficient valid and reliable evidence. Meetings will have clear agendas and there will be opportunities for inspectors to:

- test the judgements in the school's self-evaluation report;
- discuss emerging issues and lines of enquiry;
- resolve pre-inspection issues and hypotheses;
- discuss any gaps in the evidence base; and
- consider main inspection findings and recommendations.

Giving feedback

At the end of an observation, inspectors should, as far as practicable, provide feedback on the work seen. It may be necessary, in some cases, to give fuller feedback at a later time and this should be arranged at the end of the session. The member of staff should be told that these are interim judgements on one aspect of the evidence. All judgements may be amended, on reflection, after scrutiny of pupils' work or talking to pupils, or as the result of moderation within the team. For this reason, inspectors should not discuss any levels they may have awarded as a result of the observation.

At the end of the on-site part of the inspection, the team will provide oral feedback to leaders and managers. Where appropriate, the proprietor may be invited to attend this meeting. The feedback should convey the main judgements and the reasons for them.

The feedback meeting provides the opportunity for staff to assimilate and to reflect on the judgements. The feedback should focus on the strengths and areas for improvement and the factors that contribute to them. The reporting inspector should explain to the school that issues may be discussed and factual matters may be clarified, but judgements are not negotiable. There should be broad consistency between the evaluations that are fed back and what appears in the written report unless the evaluations are required to change as a result of internal moderation within the inspectorate after the on-site part of the inspection.

All the judgements that are reported during an inspection are provisional and confidential until the report is published.

After the inspection

Follow-up activity

During all core inspections, the inspection team will consider whether the school needs any follow-up activity.

Annex 8 outlines the inspectorate's guidance on follow-up activity.

The inspection report

The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the school. We will publish reports bilingually where this has been requested, in line with Estyn's Welsh Language Scheme. In most cases, the main body of the report will be about five pages.

The structure of the 10 quality indicators and will take the following form:

About the school

Summary

- overall judgement on the school's current performance
- overall judgement on the school's prospects for improvement

Compliance with the Regulations for Registration

Recommendations

Main findings

Key Question 1: How good are outcomes?

- standards
- wellbeing

Key Question 2: How good is provision?

- learning experiences
- teaching
- care, support and guidance
- learning environment

Key Question 3: How good are leadership and management?

- leadership
- improving quality
- partnership working
- resource management

Annexes

The two overall summary judgements and the judgements for the three key questions and the 10 quality indicators will be based on a 4-point scale:

Excellent
Good
Adequate
Unsatisfactory

The report will indicate if the school requires any follow-up activity (see Annex 8).

The report will be produced within statutory timescales.

The reporting inspector will give the school a late draft report to help check the factual accuracy of the content. The school has five working days in which to consider the draft report and identify any factual errors.

Meeting statutory requirements

Independent schools' work is governed by the Independent School Standards (Wales) Regulations 2003 that encompass a range of statutory requirements. The inspectorate expects schools to evaluate how effectively they meet these requirements through their own normal self-evaluation procedures.

Failure to meet statutory requirements that affect quality and standards will be reported in the text and may result in a judgement no higher than adequate for the relevant quality indicator.

Details of the relevant statutory requirements are included in Annex 3.

Assuring the quality of inspections

The inspectorate is committed to:

- effective selection, training, briefing, support and deployment of inspectors, including peer inspectors;
- effective training, briefing and support to allow the nominee to play an active role;
- regular dialogue with the headteacher during inspection and the active role of the nominee;
- criteria and recording systems that comply with the common inspection framework and guidance;
- careful review and analysis of evidence;
- unambiguous oral feedback on the summary judgements, key questions and quality indicators;
- consistently clear, accurate and well-presented reports; and
- maintaining appropriate internal moderation and quality improvement activities, including the occasional monitoring of inspections.

Schools should raise any concerns about an inspection with the reporting inspector during the inspection. Any objections to the findings of inspection should also be discussed with the reporting inspector as they arise during the inspection. The quality assurance of the inspection will always be carried out by the reporting

inspector in the first instance and a sample of inspections and reports will be quality assured by the inspectorate.

If complaints about the inspection, inspection findings or the report cannot be resolved at this informal stage, then the school should write to the inspectorate's Feedback and Complaints Manager, asking for their complaint to be considered further. A leaflet explaining the inspectorate's feedback and complaints procedure is available from the inspectorate's website www.estyn.gov.uk.

Part 2: Making judgements

The guidance that follows shows how to complete the about the school section, summary and recommendations of the report, and sets out the reporting requirements for each key question.

About the school

This section of the report should contain brief background information about the school. The content of this section is normally agreed with the school. Where there is disagreement about the content of this section, the reporting inspector will make the final decision about what to include in the report.

This section must contain brief information on:

- the size, nature and location of the school;
- the school's aims and philosophy;
- the background and circumstances of the pupils, including socio-economic disadvantage, percentage of ethnic minorities, percentage of overseas pupils, percentage of pupils on the SEN register and with statements of SEN, and pupil mobility;
- the linguistic background of the pupils;
- the features of the area served by the school;
- any significant changes since the last inspection; and
- any other relevant factors.

Summary

The summary contains the two overall judgements on the school's current performance and prospects for improvement. There should be a brief explanation of the reasons for these judgements. The summary must be consistent with the text in the body of the report and the oral feedback to the school.

Overall judgement on the school's current performance

The first judgement should be based on the judgements made on the three key questions. The greatest weight should be given to the judgement about Key Question 1.

Normally, this overall judgement should be no higher than the lowest judgement awarded to any key question. The overall judgement can be one level higher than the lowest level awarded to any key question, but the reasons for this exception must be explained clearly and fully in the report. During the process of moderating the inspection judgements, such exceptions will be carefully considered.

Overall judgement on the school's prospects for improvement

The second overall judgement represents inspectors' confidence in the school's ability to drive its own improvement in the future.

In coming to a judgement about the prospects for improvement, inspectors will consider whether leaders and managers have:

- the capacity and capability to make improvements and implement plans;
- a successful track record in managing change, addressing recommendations from previous inspections and securing improvement;
- clear priorities and challenging targets for improvement;
- coherent and practical plans to meet targets;
- allocated resources to meet the identified priorities; and
- appropriate systems to review progress, identify areas for improvement and take effective action to remedy them.

The judgement on prospects for improvement should normally relate closely to the overall judgements for the quality indicators for leadership and/or improving quality, or to significant aspects within those quality indicators that support the overall judgement.

Compliance with the Regulations for Registration

In this section you must include an overview of the extent to which the school meets the regulatory requirements for each of the numbered Registration Standards. If one or more regulatory requirements are not met, these should be specified in this section.

Judgement descriptions

The following descriptions are intended as guidance to help inspectors to make judgements by considering the relative balance and significance of strengths and areas for improvement.

Excellent – Many strengths, including significant examples of sector-leading practice

Good – Many strengths and no important areas requiring significant improvement

Adequate – Strengths outweigh areas for improvement

Unsatisfactory – Important areas for improvement outweigh strengths

Inspectors will need to check which of the above descriptors is the best fit for each of the summary judgements, key questions and quality indicators.

Judging key questions and quality indicators

The judgement for Key Question 1 cannot be above adequate when attainment outcomes show trends over three years at levels significantly lower than national averages in a range of key performance indicators, taking account of the school's context.

There is a strong link between outcomes, provision and leadership and management. If leaders and managers are working effectively then this should be reflected in the provision and in the standards that pupils achieve. Hence, normally, the judgements

for Key Questions 2 and 3 will not be at a level higher than the judgement for Key Question 1. Where there are differences between the judgements for Key Questions 1, 2 and 3, these should be explained in the text of the report.

Normally, the overall key question judgement should reflect the judgements for the quality indicators within the key question and should be no more than one level higher than the lowest level awarded to any quality indicator.

If the school does not have an appropriate safeguarding policy or procedures in place, the judgement for 2.3 (care, support and guidance) should be unsatisfactory.

The judgement on resource management as a quality indicator should not normally be higher on the scale than judgements for Key Question 1, but it may be lower.

Recommendations

The recommendations should give the school a clear and specific indication of the areas for improvement that it will need to address in its action plan. Inspectors should write the recommendations in order of priority. The recommendations should arise from the main judgements and should provide a clear and practicable basis on which the school can act. You must refer to any matters where the school's practice does not comply with legal requirements.

Key questions and quality indicators

The 10 quality indicators used in inspections are set out below under the three key questions. For each quality indicator, there is a range of aspects. Guidance on how to inspect the quality indicator is set out under each key question.

Inspectors should provide an overall evaluation of all key questions and quality indicators and comment on all aspects. When writing reports, inspectors should take account of Estyn's writing guidance which is available on our website www.estyn.gov.uk.

Exemplification paragraphs for good and unsatisfactory judgements illustrate each quality indicator. These paragraphs should not be used as crude checklists, but as a reference to support the process of coming to a judgement. They should be used in conjunction with the judgement descriptions. Inspectors should weigh up the evidence and determine judgements on the basis of a best fit with the judgement descriptions.

Key Question 1: How good are outcomes?

In coming to an overall judgement for this key question, inspectors will give the greater weight to judgements about standards.

1.1 Standards

- 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
- 1.1.2 standards of groups of learners
- 1.1.3 achievement and progress in learning
- 1.1.4 skills
- 1.1.5 Welsh language, where appropriate*

* You should report on Welsh language for children under five in schools that receive EYDCP funding.

Issues in inspecting the quality indicator

Inspectors should always consider carefully whether the overall judgement is consistent with the available data. When information on data is not reflected in inspectors' judgements in this quality indicator, the report should explain clearly why this is so.

Inspectors should consider the evidence from lesson observation, discussions with pupils and scrutiny of written and practical work in the light of the data.

1.1.1: results and trends in performance compared with national averages, similar providers and prior attainment

The starting point for analysing the performance of the school should be the range of data available. Inspectors should look at data covering a period of time, normally over the last three years, to identify trends in performance. Independent schools may

collect a range of data or very little. You should consider any available data for each key stage including, where appropriate, pupils' performance in National Curriculum tests and assessments and in external examinations. Annex 7 provides guidance on the use of data in the inspection of independent schools.

You should consider whether pupils move on to courses or employment that are appropriate for their ability, interests and previous performance. In particular, at the end of key stage 4, you may consider the destinations of all pupils and not just those that stay on into the sixth form. You should consider the proportion of school leavers not in employment or who are not engaged in education and training (NEETs). The analysis of destinations should include comparisons with national averages. At the end of the sixth form, you may consider whether students move on to appropriate higher or further education courses, or employment. The information should be compared with national data, if available.

1.1.2: standards of groups of learners

Inspectors should consider the performance of particular groups of pupils, including:

- pupils entitled to free-school meals;
- boys and girls; and
- pupils with ALN or belonging to vulnerable groups (see Annex 6 for explanation of ALN).

In independent special schools, and for pupils with ALN in mainstream schools, judgements about achievement for these pupils should take account of their achievements in relation to agreed learning goals.

1.1.3: achievement and progress in learning

Inspectors' evaluation of pupils' achievement and progress should be based on lesson observations, scrutiny of pupils' work and discussions with pupils. You should evaluate how well pupils recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills, and apply these to new situations. Where possible, you should evaluate the standards reached by pupils and judge whether these are appropriate to pupils' age and ability. Judgements of achievement should recognise pupils' progress and development from a given starting point, relative to the context in which they learn. For pupils with ALN, judgements about achievement will be influenced by the information about their individual needs and abilities.

Where appropriate, inspectors should also consider evidence in pupils' individual education plans (IEPs) when making a judgment on the rate of progress pupils make in relation to their ability.

1.1.4: skills

In inspecting skills, the focus should be on whether all pupils have the skills in communication, numeracy and ICT needed to access the whole curriculum and how well the wider curriculum itself develops pupils' skills. Communication skills include communication of all kinds, for example non-verbal communication.

Where appropriate, inspectors should consider and report on outcomes in basic and key skills qualifications and in GCSE performance and key stage 3 assessments in

English and/or Welsh, mathematics and ICT. Where available, you should also analyse results of other relevant assessments, such as those of pupils' reading ability.

You should give most weight to the literacy skills of reading and writing. You should also report on standards in communication, number and ICT where pupils' skills in these areas are particularly good or are underdeveloped and have a detrimental effect on their progress in subjects across the curriculum.

Inspectors should judge standards in skills based on evidence from observations of lessons, scrutiny of pupils' work and by talking to learners. Talking to learners will provide evidence of pupils' speaking and listening skills. Scrutiny of work will demonstrate whether pupils can write clearly and read for understanding at the appropriate levels. You should consider the extent to which pupils' communication skills support or hinder progress in classroom interaction, with teachers and with peers.

You should identify and follow lines of enquiry about the performance of particular groups of pupils (such as those who have English as an additional language) and whether they have specific difficulties in accessing the curriculum. In particular, you should look at the standards of pupils whose progress may be held back by their lack of communication skills, for example pupils who are of average ability or below and do not receive support for additional learning needs. These pupils may be involved in 'catch-up' programmes in key stage 3 or are unlikely to achieve the level 2 threshold including English/ Welsh and mathematics at key stage 4.

In schools, where pupils are entered for skills qualifications for example, as part of the Welsh Baccalaureate Qualification, you should consider these pupils' achievement.

1.1.5: Welsh language, where appropriate

Independent schools are not required to make provision for Welsh language and the Welsh dimension, unless the school receives EYDCP funding for children under five.

In coming to an overall judgement on pupils' Welsh language development, in those schools that include Welsh provision in the curriculum, inspectors should consider what it is reasonable to expect taking into account the aims of the school, the linguistic background and context of the school and the area it serves.

There are several factors to consider:

- the pupils' starting point;
- the aims and policy of the institution; and
- the progress pupils make in relation to their starting point.

You should comment on the proportion of pupils who obtain qualifications, where appropriate.

You should evaluate and report on Welsh language for children under five in schools that receive EYDCP funding.

Good standards

Generally, where comparisons are appropriate and where the school's ability profile is broadly in line with the national average, performance against headline attainment indicators for key stages over the last three years has been above national averages. Instances of significantly below average attainment, especially in core subjects and for sizeable groups of pupils, are rare and there is a pattern of improvement or maintenance of good standards. In lessons and over time, most pupils make sound or better progress in their learning and the remainder make at least adequate progress. Pupils apply their communication, numeracy and ICT skills securely in a range of contexts. Pupils develop the wider skills and application needed to equip them for the next phase of their education or the world of work and training. They generally achieve good standards.

Good standards (independent special schools)

Where appropriate, pupils gain relevant qualifications. In lessons and over time, most pupils make sound or better progress in their learning and the remainder make at least adequate progress. Pupils apply their communication, numeracy and ICT skills securely in a range of contexts in line with their ability. They develop the wider skills and application needed to equip them for the next phase of their education or the world of work and training, where applicable. They generally achieve good standards.

Unsatisfactory standards

Generally, where pupils' abilities are broadly in line with national averages, performance against headline attainment indicators for key stages over the last three years has often been below national averages. Trends do not show much improvement. A significant minority or more of pupils do not acquire transferrable skills and do not make adequate progress in their learning. A minority of pupils, or particular groups of pupils, underachieve at one or more key stages. A significant number of pupils do not engage fully with the activities provided, which is reflected in the poor completion of tasks. A significant minority of pupils achieve unsatisfactory standards.

Unsatisfactory standards (independent special schools)

Many pupils do not successfully acquire the skills and knowledge necessary to move to the next stage of learning. These pupils do not make at least adequate progress in their learning. Trends do not show much improvement. A minority of pupils, or particular groups of pupils, underachieve in one or more key stages. A significant number of pupils do not engage well with the activities provided, which is reflected in the poor completion of tasks. A significant minority of pupils achieve unsatisfactory standards considering their abilities.

1.2 Wellbeing

- 1.2.1 attitudes to keeping healthy and safe**
- 1.2.2 participation and enjoyment in learning**
- 1.2.3 community involvement and decision making**
- 1.2.4 social and life skills**

Issues in inspecting the quality indicator

The focus in this key question is on outcomes rather than provision. Other key questions, particularly Key Question 2, will cover the school's work in promoting the wellbeing of pupils.

Inspectors should try to judge as far as possible those matters over which the school has some influence. You should make sure that enquiries focus on the impact of the school's work in this area.

Inspectors should take account of evidence from pupil and parent surveys.

1.2.1: attitudes to keeping healthy and safe

When evaluating the extent to which pupils feel healthy, inspectors may consider whether pupils have a secure understanding of how they can become healthy, both through what they eat and the physical activity they undertake. When evaluating the extent to which pupils feel safe, you may consider the extent to which pupils feel free from physical and verbal abuse in school.

1.2.2: participation and enjoyment in learning

When evaluating participation and enjoyment in learning inspectors should consider attendance, behaviour and attitudes, and the extent to which pupils have a say in what and how they learn.

When evaluating attendance, you should consider the overall attendance rate, noting any variations between particular groups of pupils. You should compare attendance rates with national figures and, where appropriate, those of similar schools.

Inspectors should consider the school's rates of fixed-term and permanent exclusions. You should also consider the extent to which pupils with a history of exclusion, in their current or previous school demonstrate good behaviour and attitudes to learning.

When evaluating behaviour and attitudes, you should consider the extent to which pupils demonstrate good behaviour in lessons and around the school. You should observe whether pupils are considerate, courteous and relate well to each other and adults. In addition, you should look at pupils' attitudes to learning, in particular their interest in their work, their ability to sustain concentration and how well they engage in tasks.

When evaluating what input pupils have to what and how they learn, you should consider:

- whether pupils' views about what and how they learn are taken seriously;
- how pupils discuss the topics to be covered and help to plan schemes of work and activities; and
- whether pupils make choices about how and what they learn.

1.2.3: community involvement and decision making

Inspectors should evaluate the extent to which pupils, including those from different groups, take on responsibilities and play a part in the school and wider community. You should consider pupils' participation in decision-making. If the school has a school council, you should judge its effectiveness and the extent to which the school council gives pupils an opportunity to be involved in decision making, gives them responsibility and makes them feel valued. You should consider the extent to which all pupils, including those from different groups, are involved in making decisions about their life in school.

1.2 4: social and life skills

When evaluating pupils' social and life skills, inspectors should consider how well pupils show respect, care and concern for others, and whether they take on responsibility for their actions and their work. In addition, you should examine whether pupils have the skills needed to improve their own learning, work with others and solve problems and develop their thinking to move on to the next stage of learning. You should consider how well they are prepared for life and work outside school.

Good levels of wellbeing

Pupils generally feel safe in school and have positive attitudes to healthy living and eating. They enjoy physically active pursuits. Pupils are highly engaged and motivated and display pride and confidence in their work. Most pupils attend regularly and they are punctual. Their behaviour and attitudes reflect their full participation in learning and in making decisions about their life in the school.

In independent special schools, where appropriate, pupils enjoy physically active pursuits. Most pupils attend regularly and are consistently punctual.

Unsatisfactory levels of wellbeing

Some groups of pupils feel under threat of bullying and their attitudes towards healthy living and physical activity are negative. Groups of pupils exhibit poor behaviour regularly and this inhibits other pupils' progress. A significant minority of pupils often waste time through persistent low-level disruption and display a lack of engagement in lessons and with decision-making. A significant minority of pupils do not attend regularly. Rates of attendance show little sign of improvement and a significant minority of pupils do not arrive punctually in class.

In independent special schools, a significant minority of pupils do not attend regularly. Rates of attendance show little sign of improvement and some pupils do not arrive punctually in class.

Key Question 2: How good is provision?

In coming to an overall judgement for this key question, inspectors will give equal weight to each quality indicator.

2.1 Learning experiences

2.1.1 meeting the needs of learners, employers/community

2.1.2 provision for skills

2.1.3 Welsh language provision and the Welsh dimension, where appropriate*

2.1.4 education for sustainable development and global citizenship

* You should report on Welsh language development and the Welsh dimension for children under five in schools that receive EYDCP funding.

Issues in inspecting the quality indicator

2.1.1: meeting the needs of learners, employers/community

The Independent Schools Standards (Wales) Regulations 2003 state that a school must draw up and implement effectively a written policy on the curriculum supported by appropriate plans and schemes of work. The curriculum should provide full-time supervised education for all pupils of compulsory school age, which gives pupils experience in the following areas:

- linguistic;
- mathematical;
- scientific;
- technological;
- human and social;
- physical and aesthetic; and
- creative education.

The **curriculum complies with the law** if it:

- provides subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;
- promotes the spiritual, moral, cultural, mental and physical development of pupils;
- provides for pupils to acquire skills in speaking and listening, literacy and numeracy;
- prepares pupils for the opportunities, responsibilities and experiences of adult life, including appropriate careers guidance for pupils receiving secondary education;
- where a pupil has a statement, provides education which fulfils its requirements;
- where the school has pupils below or above compulsory school age, a programme of activities which is appropriate to their needs; and
- provides the opportunity for all pupils to learn and make progress.

Independent schools are not required to follow the Foundation Phase (FP) (unless the school receives EYDCP funding for children under five) or the National Curriculum (NC) although they may do so in practice. Inspectors should take account of any particular philosophies or styles that may influence how the school designs the curriculum, for example as in faith schools.

You should judge the extent to which:

- the planning of learning experiences is successful in engaging the full range of pupils;
- teachers collaborate to plan flexible, responsive and innovative programmes;
- any learning areas are missing or not covered in enough depth or time is too short;
- any constraints on available options are in pupils' best interests;
- the formal curriculum or activities programme provides sufficiently and comprehensively for pupils' personal development;
- the curriculum builds systematically on existing knowledge, understanding and skills as pupils move from primary into secondary and then through the secondary school; and
- the curriculum meets the needs of pupils with ALN.

You should examine arrangements for grouping pupils through setting, streaming, banding or mixed-ability grouping. You should evaluate the impact of:

- any incidence of gender imbalance;
- over-large or exceptionally small class groups; and
- withdrawal groups.

Although there is no requirement for independent schools to do so, you may consider the extent to which the school is taking account of the Learning Pathways initiative by offering appropriate vocational routes for pupils aged 14-19 either alone or in partnership with other providers.

You should consider the nature and extent of out-of-school learning, including sports, clubs, visits, special events, links with the community and other extra-curricular activities. You should also consider how effective the arrangements are for delivering these and how they cohere with mainstream curriculum planning.

In considering how well learning experiences prepare pupils for the opportunities, responsibilities and experiences of adult life, you may evaluate the extent to which the school provides effective work-related education.

2.1.2: provision for skills

Inspectors should consider how well the school plans the development of pupils' communication, numeracy and ICT skills across the curriculum/areas of learning or learning pathway.

You should evaluate how well the school:

- ensures that pupils acquire the necessary , communication, numeracy and ICT skills to be able to access the wider curriculum;
- develops pupils' skills through their studies across the curriculum; and
- makes sure that the provision for these skills is properly co-ordinated so that there is coherence in the pupils' experience across the curriculum.

You should scrutinise a sample of the school's planning for this, including schemes of work and lesson plans, to judge how well staff have embedded communication,

numeracy and ICT skills into the experience of pupils across all subjects and areas of learning. You may take account of how well schools adapt programmes of study when pupils have additional learning needs, including those who are working significantly below expected levels. You should expect schools to make certain that work is suitably challenging and demanding for more able and talented pupils, and that materials and methods of delivery are suitably differentiated to make the curriculum accessible to pupils whose reading age is below their chronological age.

You may consider how well staff exploit opportunities for developing these skills in their lessons. You may consider the links that exist between subjects and the English/Welsh, mathematics and ICT schemes. You may determine if there is continuity in pupils' learning so that the skills they gain in English/Welsh, mathematics and ICT lessons are reinforced and enhanced further in their subject studies. You should recognise that some lessons and subjects/areas of learning will naturally provide more opportunities for pupils to use these skills than others.

You should give the most attention to how schools ensure that pupils develop appropriate literacy skills across the whole ability range and how the school identifies and addresses deficits.

In judging the quality of provision, you may take into account the impact of any strategies, policies or working arrangements, including monitoring and evaluation, which aim to ensure that pupils develop skills systematically, over time and in a broad range of contexts. You should expect schools to do everything possible to help pupils achieve good levels of communication, numeracy and ICT skills. Where pupils do not have secure or good enough skills, or are falling behind, schools should have support in place to help these pupils improve these skills, such as provision for improving pupils' basic skills.

2.1.3: Welsh language provision and the Welsh dimension, where appropriate

Independent schools are not required to make provision for Welsh language and the Welsh dimension, unless the school receives EYDCP funding for children under five.

Where a school includes Welsh provision in its curriculum, inspectors may consider:

- the appropriateness of the school's policy for developing the Welsh language;
- how well the school is implementing the policy;
- the progression of pupils between key stages; and
- the school's success in encouraging the take up of appropriate qualifications in Welsh.

You may judge the extent to which the school promotes the development of pupils' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales: Y Cwricwlwm Cymreig.

2.1.4: education for sustainable development and global citizenship (ESDGC)

It is not mandatory for independent schools to promote education for sustainable development and global citizenship but inspectors may evaluate provision where these aspects are promoted.

Inspectors may consider the extent to which:

- the curriculum and extra-curricular activities help pupils to develop the knowledge, understanding, skills and values of ESDGC;
- the school acts sustainably, for example in using energy, minimising waste and recycling; and
- the school contributes to global citizenship, for example through developing an understanding of the wider world.

Good learning experiences

Learning experiences offer stimulating opportunities for learning that capitalise on pupils' experiences within and beyond the school. There is equality of access to a wide range of options where relevant. Detailed and imaginative planning and organisation ensure that pupils are challenged by relevant activities that provide continuity and reinforce learning in contexts that engage the full range of pupils. The curriculum meets the particular needs of specific groups and individuals by offering personalised programmes for pupils with specific needs. Provision for communication, numeracy and ICT is coherent and firmly embedded into the experience of all pupils. Enrichment opportunities are varied and there is a high take-up by pupils.

Unsatisfactory learning experiences

The curriculum does not cover each of the seven areas of learning as required by the Independent School Standards (Wales) Regulations 2003 or has some significant aspects that need improvement. Learning experiences do not meet the needs of pupils, or particular groups of pupils, fully and pupils are not challenged to engage with learning in order to make the progress expected. The school does not extend pupils' communication, numeracy and ICT skills, confidence and knowledge well enough. There is a poor match between pupils' learning needs and abilities and the work they do in lessons and/or in the range and level of courses that the school provides. The enrichment programme covers a very small range of activities and/or very few pupils take part.

2.2 Teaching

2.2.1 range and quality of teaching approaches

2.2.2 assessment of and for learning

Issues in inspecting the quality indicator

The focus should be on the impact of teaching on learning and not on the use of a particular process in isolation from its impact.

2.2.1: the range and quality of teaching approaches

Inspectors should evaluate the extent to which teachers:

- have good, up-to-date subject knowledge;

- have high expectations of all pupils;
- plan effectively and have clear objectives for taught sessions and other learning experiences;
- use a range of teaching and training methods and resources which interest pupils and stimulate and challenge them to achieve highly;
- are themselves good language models;
- establish good working relationships that foster learning;
- manage pupils' behaviour effectively;
- use learning support staff effectively; and
- are successful in providing demanding work to meet the needs of all pupils including those with SEN and those who are more able and talented.

2.2.2: assessment of and for learning

Inspectors should evaluate whether pupils regularly review their own learning, understand their progress and are involved in setting their learning targets. You should evaluate:

- how well oral feedback and marking enable pupils to know how well they are doing and what they need to do to improve;
- whether staff consistently encourage pupils to take note of feedback;
- how well the feedback develops pupils' ability to assess their own and their peers' performance; and
- whether assessment information informs future planning.

You should evaluate the extent to which the school and teachers:

- analyse assessment findings, including public examination assessments and, where applicable, National Curriculum assessments as well as other assessments;
- provide clear, systematic, manageable, consistent and useful records on each pupil;
- use records effectively to track pupils' progress, compare outcomes with benchmarks and intervene in individual cases if necessary;
- produce reports on pupils that are clear, consistent and informative, and set out areas for improvement;
- enable pupils to contribute to the contents of reports, where appropriate;
- help parents/carers to understand procedures and have access to records and reports relating to their children; and
- encourage parents/carers to respond to reports on progress.

You should ensure that the school provides parents/carers with an annual written report of the progress of each registered child and their attainment in the main subject areas taught.

Good teaching

Most teaching ensures pupils are motivated and engaged and secures pupils' good progress and learning. Teachers and other adults have proficient subject knowledge and use a range of approaches and activities to inspire and challenge most pupils.

Teachers make good and imaginative use of resources, including technology to enhance learning. Adult support is well focused and makes a significant contribution to the quality of pupils' learning. Detailed feedback to pupils, both orally and through marking, enables them to know how well they are doing and what they need to do to maintain good progress. Pupils' progress and wellbeing are tracked across the school at individual, group and subject levels or areas of learning, where appropriate. As a result, teachers and other adults plan lessons well to meet pupils' learning needs. Parents/carers are kept well informed about their children's achievements, wellbeing and development.

Unsatisfactory teaching

Teaching does not enable pupils to learn well. Too much teaching fails to engage and stimulate pupils or promote their learning and progress. Teachers and other adults do not manage pupils' behaviour well enough. A significant minority of teachers have inadequate subject knowledge and/or a poor understanding of how to meet pupils' learning needs. The work of teachers and other adults lacks focus and fails to support the needs of pupils. Assessment takes too little account of pupils' prior learning, and teachers and adults do not have a clear enough understanding of pupils' needs. The school does not provide pupils with enough information about their progress and/or how they can improve. Many parents/carers do not receive enough information about their child's progress and development.

2.3 Care, support and guidance

- 2.3.1 provision for health and wellbeing including spiritual, moral, social and cultural development**
- 2.3.2 specialist services, information and guidance**
- 2.3.3 safeguarding arrangements**
- 2.3.4 additional learning needs**

Issues in inspecting the quality indicator

The main focus in this quality indicator should be on the impact of care, support and guidance on pupils' standards and wellbeing rather than on the procedures and arrangements. In particular, inspectors should evaluate how well the arrangements have a beneficial effect on vulnerable pupils. In evaluating care, support and guidance, there should be a clear link to the judgements about standards and wellbeing.

2.3.1: provision for health and wellbeing including spiritual, moral, social and cultural development

Inspectors should evaluate and report on whether the school has appropriate policies and arrangements for promoting **healthy living** and pupils' **wellbeing**. The main focus will be on considering how well the school helps pupils to achieve their emotional and physical health and wellbeing. In looking at this quality indicator, it is important that you consider views of pupils and parents/carers.

You should consider whether the school has appropriate arrangements to encourage pupils to be healthy, including how well the school provides for the physical

development of pupils. This depends upon proper nutrition, sufficient exercise, appropriate hygiene, safety and healthy choices. You should also look at the school's provision for sex and relationships education and education about substance misuse.

Inspectors should report on obvious breaches of health and safety legislation, particularly in regard to the Independent School Standards (Wales) Regulations 2003 under this quality indicator.

You should evaluate the arrangements for dealing with harassment and bullying. This should include the school's arrangements for helping pupils to manage their feelings and develop self-awareness and self-respect. Inspectors should check that pupils know whom to approach if they have a concern. You should inspect the school's personal and social education provision and the work that pupils carry out with their form tutor. The provision includes all the planned learning experiences and other opportunities which are features of the ethos and community life of the school. You should also evaluate the provision for improving pupils' own learning, their working with others and problem solving.

You should judge how well pupils are involved in and enjoy the life of the school and whether the school promotes good behaviour and attendance.

In evaluating provision for **spiritual development** inspectors should consider whether pupils have opportunities to:

- develop a sense of curiosity through reflection on their own and other people's lives and beliefs, their environment and the human condition;
- consider life's fundamental questions with reference to the teachings and practices of religions as well as from their own experience and viewpoint; and
- reflect on their own beliefs or values in the light of what they are studying in religious education and other subjects.

In evaluating **moral development** you should consider whether the school:

- fosters values such as honesty, fairness, and respect for truth and justice; and
- promotes principles that help pupils to distinguish right from wrong.

In evaluating **social development** you should consider if the school encourages pupils, including those from different groups, to:

- take responsibility, show initiative and develop an understanding of living in a community;
- discuss and agree group rules;
- learn how to relate to others and take responsibility for their own actions;
- contribute to the local community, including through regular extra-curricular activities; and
- contribute to decision making, for example through the school council.

In evaluating **cultural development** you should consider whether the school encourages pupils to engage with the arts, sports and other cultural activities.

Acts of worship and assemblies can play an important part in spiritual, moral, social

and cultural development but they are not a pre-requisite. You should inspect acts of **collective worship** unless it is deemed inappropriate for religious reasons. You should consider acts of collective worship in their own right and in the context of planning over a period of time.

Further guidance - residential and boarding provision

Where there is residential or boarding provision, the Care and Social Services Inspectorate Wales (CSSIW) or any other inspector appointed by the National Assembly for Wales under Section 87A of the Children Act 1989 to carry out inspections of boarding schools, will assess whether the school is satisfactorily safeguarding and promoting the welfare of the children for whom accommodation is provided or arranged by reference to the National Minimum Standards for Boarding Schools or National Minimum Standards for Residential Special Schools.

In residential and boarding settings, inspectors should liaise with CSSIW, in accordance with the protocol, to ensure that these aspects of provision are inspected and reported. You should also comment on the general quality of the residential or boarding experience and the contribution it makes to pupils' educational experience.

2.3.2: specialist services, information and guidance

Inspectors should evaluate how well:

- the school provides individual support on educational and other issues;
- the school provides access to a wide range of information for pupils;
- teachers fulfil their responsibilities for guidance;
- pupils make use of professional support both from within the school and from specialist services; and
- the school liaises with specialist agencies such as the police, health, psychological, counselling and social services.

You should judge:

- the quality of guidance and advice pupils, students and parents/carers receive when making choices about courses in key stage 4 and the sixth form and, where there are choices available, in key stage 3; and
- the quality of information provided to pupils, students and parents/carers in course handbooks and other materials.

Inspectors should assess the coherence and effectiveness of the provision for personal and specialist support. A carefully-structured and co-ordinated guidance programme includes careers education and guidance, and, although not mandatory in independent schools, may take account of the Frameworks for Personal and Social Education and for Careers Education and Guidance.

2.3.3: safeguarding arrangements

The inspectorate reports on whether the arrangements for safeguarding children and/or vulnerable adults are appropriate. The inspectorate expects all providers to comply with best practice. References to the legislation that governs this area are included in Annex 3.

Inspectors will need to ascertain whether the school has appropriate policies and procedures in place in respect of safeguarding.

A policy should set out the following:

- the named senior member of staff's responsibilities for dealing with child protection and safeguarding issues and providing advice/support to other staff;
- clear procedures that reflect the All Wales Child Protection Procedures 2008; and
- arrangements for training.

If the school has an appropriate policy and procedures, the report will state: "The school has an appropriate policy and has procedures for safeguarding."

If the school does not have an appropriate safeguarding policy or procedures in place, the judgement for 2.3 (care, support and guidance) should be unsatisfactory. In these cases, the report will state: "The school does not have an appropriate policy for safeguarding. Procedures for dealing with safeguarding issues are not fully developed."

You will need to ascertain whether the school has in place effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers. These arrangements should meet legal requirements. There is no legal requirement for staff appointed prior to 2002 to have a current Criminal Records Bureau check or for the school to carry out three-yearly checks on staff. However, inspectors should confirm that the school has carried out appropriate checks against List 99 and on written references and qualifications.

2.3.4: additional learning needs (ALN)

Inspectors should evaluate the effectiveness of the school's identification and monitoring arrangements for ALN and evaluate whether pupils with ALN receive the short or long-term support they need. For an explanation of ALN, see Annex 6.

You should consider:

- the extent to which the school offers pupils with ALN access to all areas of the curriculum;
- whether grouping and support systems meet the range of needs without adversely affecting the breadth, balance and continuity of the pupils' curriculum;
- how well the school integrates, supports and provides for pupils with ALN within mainstream classes and in special groups, so that they can achieve appropriate standards;
- the quality of support for pupils with emotional and behavioural difficulties so that they can achieve the objectives set in individual education plans and, where appropriate, develop their independence as pupils;
- how consistently the school conducts regular reviews of progress, including annual reviews;
- whether assessment, recording and reporting procedures satisfy statutory requirements;
- whether the school consults parents/carers regularly; and

- the adequacy and usefulness of contributions from learning support assistants, support teachers, educational psychologists, medical, paramedical and nursing specialists and other external agencies.

In independent schools that do not have National Assembly for Wales approval to educate pupils with a statement of SEN or where the school is not approved to provide education for a pupil's particular needs, inspectors should check that the Welsh Assembly Government has given consent, as required by section 347 of the Education Act (1996), for the pupil's placement in the school.

Good care, support and guidance

Effective arrangements exist to support pupils' health and wellbeing as well as to encourage their involvement in their school or wider community. These arrangements contribute well to pupils' development and wellbeing and support their learning effectively. Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. The school is proactive in building on collaborative working with other key agencies to reduce the risk of harm to pupils. Clearly targeted support for groups of vulnerable pupils has resulted in significant improvement, for instance in attitudes, behaviour, confidence, achievement or relationships. Induction programmes are tailored well to meet the needs of different groups of pupils. Appropriate and timely advice and guidance are provided that enable pupils to make confident and well-informed choices. The school fully meets safeguarding regulations. The school identifies pupils' learning needs when they join and ensures that these needs are met.

Unsatisfactory care, support and guidance

Care and support systems have some shortcomings, which mean that particular individuals or groups of pupils do not thrive in their learning, development or wellbeing. The school does not promote all pupils' spiritual, moral, social or cultural development well enough. Not all pupils have access to a range of support services. The quality of advice and guidance pupils receive is uneven. Induction programmes do not fully meet the needs of different groups of pupils. Some (or more) records, policies and procedures are missing or out of date. The school does not meet or only partly meets safeguarding regulations. Individuals' learning needs are not identified early or accurately enough and/or the school does not make adequate provision for their needs.

2.4 Learning environment

2.4.1 ethos, equality and diversity

2.4.2 physical environment

Issues in inspecting the quality indicator

2.4.1: ethos, equality and diversity

Inspectors should judge how well the school:

- establishes a school ethos that is inclusive;

- takes into account and values the diversity of pupils' backgrounds and acts appropriately on this information;
- offers equal access to the curriculum and challenges stereotypes in pupils' attitudes, choices, expectations and achievements;
- analyses and where appropriate addresses gender gaps in subject and option choices;
- develops tolerant attitudes and ensures that all pupils and staff are free from harassment;
- promotes the prevention and elimination of oppressive behaviour including bullying, sexism, racism and homophobia;
- deals with specific instances of discrimination or oppressive behaviour through its policies and procedures; and
- has taken reasonable steps to ensure that current and prospective pupils with disabilities do not suffer less favourable treatment in school or in respect of admissions and exclusions.

2.4.2: physical environment

Inspectors should judge whether:

- there are enough resources that are well matched to pupils' needs,
- accommodation provides a stimulating and well-maintained learning environment to support teaching and learning;
- accommodation is sufficient for the number of pupils and the activities offered;
- toilet and changing facilities are hygienic and appropriate; and
- the school building and grounds are well maintained.

The Independent School Standards (Wales) Regulations 2003 require independent schools to comply with the Education (School Premises) Regulations 1999. An appropriately qualified additional inspector joins the inspection to judge whether the school meets the standard.

Good learning environment

The school is an inclusive community, where pupils receive equal access to all areas of the school's provision. There is a clear emphasis on recognising, respecting and celebrating diversity. An ample supply of good quality resources is well matched to pupils' learning needs. Full use is made of relevant and available resources in the community to supplement and enrich the curriculum. The accommodation is of good quality and is well maintained.

Unsatisfactory learning environment

Some pupils do not have access to all areas of the school's provision. There is not enough emphasis on recognising, respecting and celebrating diversity and/or there are instances of discriminatory behaviour and harassment. There are not enough resources to support teaching and learning. Some parts or more of the school's buildings, facilities and/or outdoor areas are in a poor state of repair and not fit for purpose.

Key Question 3: How good are leadership and management?

In coming to an overall judgement for this key question, inspectors will give equal weight to each quality indicator.

3.1 Leadership

3.1.1 strategic direction and the impact of leadership

3.1.2 the proprietor and/or other supervisory boards

3.1.3 meeting national and local priorities

Issues in inspecting the quality indicator

3.1.1: strategic direction and the impact of leadership

Inspectors should consider the extent to which leaders have clear aims, strategic objectives, plans and policies that are focused on meeting pupils' needs. You should ask whether these plans are appropriately focused and whether they are being implemented and monitored in a timely way.

In evaluating the strategic direction and impact of the leadership you should judge:

- how well roles and responsibilities are defined and whether the spans of responsibility in senior and middle management teams are viable and balanced;
- the extent to which all staff understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities;
- how effectively leaders manage their own time and prioritise activities responsively;
- whether project-management approaches are used effectively to deliver the business of the school;
- how efficiently meetings are run to focus on important issues of performance and core business and to generate clear action points which are subsequently carried out as agreed;
- whether the management and committee structures are coherent with the strategic direction of the school and address core issues;
- how well leaders use data to monitor performance and how sophisticated their systems thinking is;
- whether leaders communicate high expectations to those they manage;
- whether leaders agree and achieve challenging and realistic targets for themselves and others; and
- whether leaders negotiate and co-operate well with internal staff and outside agencies.

In evaluating the impact of leaders, inspectors should focus on the extent to which leadership and management are effective in sustaining high quality and improving provision and standards.

You should consider whether leaders:

- communicate their vision for the school well and explore how to achieve it, in collaboration with others;
- model and promote behaviours and values that contribute positively to creating a

school ethos where pupils and staff feel valued;

- actively support and challenge everyone to do their best;
- build on shared understanding and distributed leadership to create a responsive, learning culture; and
- share convincingly with stakeholders and others in the school community a common mission to deliver education of the best quality.

You should evaluate the impact of leaders in the way they manage the performance of staff in order to help staff to improve their practice. You should also judge whether leaders and managers address issues of underperformance robustly and directly where necessary. You should judge whether performance management identifies individual and whole-school training and development needs clearly and whether these are prioritised appropriately and addressed fully. You may identify whether all staff are set targets for improvement that support the delivery of strategic aims in school development plans and other action plans. You should consider how performance management processes affect the quality of teaching and learning and pupil outcomes.

3.1.2: the proprietor and/or other supervisory boards

Inspectors should judge how well the **proprietor and/or other supervisory boards** fulfil their statutory obligations and take full account of relevant legislation and guidance.

You should evaluate how well the proprietor and/or other supervisory boards:

- understand their roles;
- are informed about the performance of the school and issues that affect it;
- provide a sense of direction for the work of the school;
- support the school as a critical friend;
- hold the school to account for the standards and quality it achieves;
- take reasonable steps to inform pupils, members of staff, parents/carers or any other person of the procedures if they wish to make a complaint or appeal; and
- make sure that complaints are dealt with promptly in accordance with regulatory requirements.

3.1.3: meeting national and local priorities

Inspectors should evaluate how successful leaders and managers are in ensuring the school complies with the Independent School Standards (Wales) Regulations 2003.

Good leadership

All staff share a common vision, values and purpose. Corporate management and committee structures and systems thinking support high standards of business delivery across the whole of the school's work. Leaders communicate high expectations for securing improvement and challenge staff positively to good effect. Leaders and the proprietor use relevant management information about performance to address issues of underperformance and to set objectives and targets that are strategic priorities. Proprietors show determination in challenging and supporting the school in bringing about necessary improvements. Policies and initiatives are

implemented consistently.

Unsatisfactory leadership

Leaders and managers do not communicate well and do not provide clear direction for staff. Their vision does not focus enough on improving learning and wellbeing outcomes for pupils and, as a result, they have been largely unsuccessful in making and sustaining improvements. Lines of accountability are blurred. Policies and initiatives are not implemented consistently. Leaders and proprietors do not have enough relevant information about the school's performance, and/or fail to use it to inform the school's direction and identify underperformance. The proprietor has too little impact on the direction and work of the school and does not challenge the school enough to bring about improvement. The school does not meet many of the regulatory requirements.

3.2 Improving quality

3.2.1 self-evaluation, including listening to learners and others

3.2.2 planning and securing improvement

3.2.3 involvement in networks of professional practice

Issues in inspecting the quality indicator

3.2.1: self-evaluation, including listening to learners and others

The processes of self-evaluation and development planning should be a regular part of the school's working life. The focus should be on identifying priorities for improvement, monitoring provision and assessing outcomes. The process should involve rigorous review of all aspects of school life and how these impact on standards pupils achieve.

Inspectors should ascertain whether the school is managed on the basis of an accurate assessment of its strengths and weaknesses. It is unlikely that the quality of leadership and management can be good if the school does not have effective self-evaluation procedures.

You should consider whether the school's self-evaluation process:

- is embedded in strategic planning and draws on regular quality assurance procedures;
- involves thorough evaluation and monitoring of data on standards and the quality of education including consideration of trends and progress over time;
- draws on first-hand evidence of the quality of teaching and learning;
- involves all staff in assessing outcomes and their own performance;
- encourages pupils to share their views and raise issues;
- takes account of the views of staff, parents/carers and other stakeholders;
- draws upon reviews by external agencies where appropriate;
- leads to development plans that are monitored against clear targets and success criteria; and
- results in improvement in standards and quality.

3.2.2: planning and securing improvement

In evaluating the effectiveness of planning for improvement, inspectors should consider the extent to which leaders and managers:

- use information from self-evaluation to set priorities and appropriately challenging targets for improvement;
- have prioritised the matters they wish to improve;
- implement sound strategies likely to bring about the desired improvements; and
- ensure that all staff play their part in implementing the strategies.

You should consider how leaders and managers ensure that priorities are supported by the allocation of resources. You should evaluate the extent to which leaders and managers define actions for improvement in specified and realistic timescales and allocate responsibility for their delivery.

You should also evaluate whether actions taken have had a positive effect and, where relevant, have led to measurable improvements in standards.

Inspectors should consider how the school has responded to the recommendations of the last inspection report and whether the school's actions have led to improvements in standards and quality. You may report on excellent or unsatisfactory progress.

3.2.3: involvement in networks of professional practice

Inspectors should evaluate how well the school is developing as a strong learning community. You should consider the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills, including participation in high-quality whole-school professional learning experiences. Taking into account your judgements under 2.2 on teaching, you should judge to what extent staff:

- are supported by continuous professional development;
- acquire new knowledge and skills to develop innovative approaches to learning and teaching;
- are involved in direct classroom observation;
- share good practice with other teachers and adults within and beyond the school;
- reflect on their own practice; and
- evaluate the impact of professional learning on their pupils' learning and wellbeing.

Good quality improvement

Leaders and managers have an accurate picture and understanding of the school's strengths and weaknesses. They routinely make good use of a range of rigorous monitoring activities. Performance data is consistently used to monitor progress and plan for improvement. There is a sustained focus on achieving progress against the school's priorities. The school regularly seeks the views of pupils, parents/carers and the broader community. The school has a good track record of maintaining or improving standards and provision. There are effective arrangements that enable

staff to develop and share their professional knowledge.

Unsatisfactory quality improvement

Self-evaluation processes lack rigour. The school does not identify areas for improvement fully or accurately and, as a result, staff do not focus on the most important areas for development. Self-evaluation of performance is not sufficiently wide-ranging and does not draw well enough on performance data and other evidence from all key partners. The self-evaluation process does not take enough account of pupils' views. Improvements over recent years are minimal and, consequently, pupils do not make enough progress. The school does not do enough to promote best practice among its staff.

3.3 Partnership working

3.3.1 strategic partnerships

3.3.2 joint planning, resourcing and quality assurance

Issues in inspecting the quality indicator

3.3.1: strategic partnerships

Inspectors should evaluate how strategically the school works with its partners to improve pupils' standards and wellbeing. Partners may include:

- parents/carers;
- primary schools;
- other schools and colleges;
- the local authority education services for children and young people;
- the community;
- local employers;
- a range of multi-disciplinary agencies and voluntary organisations; and
- initial teacher training institutions.

You should consider whether the school is clear about its role and responsibilities within any formal partnerships. You may focus on how well the school uses strategic partnerships to help to build its capacity for continuous improvement.

You may need to consider the way that the school ensures that there is good liaison, trust and clear communication between partners.

3.3.2: joint planning, resourcing and quality assurance

Inspectors should consider how well the school collaborates with partners to deliver coherent programmes and choices. Where relevant you should take account of the quality of transition plans and determine how effectively the school works with its feeder schools to develop continuity in learning and wellbeing.

For the planning and provision of 14-19 education, where relevant, you may judge the effectiveness of the school's partnership with other schools, further-education institutions and work-based training providers. You may need to evaluate how well these partnerships provide access to a range of suitable vocational and general

education courses.

Where there is regular movement of pupils to or from the school as part of partnership activity, you should consider how safely and efficiently the school arranges these day-to-day activities. You should consider the impact of partnership working on improving outcomes, particularly achievement, for those pupils who work offsite as well as pupils who attend the school for their courses.

Good partnership working

Partnership activities make a strong contribution to widening the range of choices for pupils and this has benefits for their standards and wellbeing. The school takes a leading role in developing joint working practices and engenders trust and good communication between partners. Staff focus well on joint planning and resourcing as well as building capacity for continuous improvement. The school has strong links with the community, good liaison and communication with parents/carers and works effectively with other agencies enabling staff to deliver joined-up programmes that improve pupils' outcomes and wellbeing.

Unsatisfactory partnership working

Some joint planning takes place but partnerships are superficial and the school does not always communicate effectively with all agencies and partners. The proportion of pupils who actually benefit from partnership working is small. The school has some links with the community but these make limited contribution to developing positive pupil attitudes to work. Parents/carers receive some information about pupils' progress but they are not consulted about the school's or the pupils' future development.

3.4 Resource management

3.4.1 management of staff and resources

3.4.2 value for money

Issues in inspecting the quality indicator

Normally, the overall judgement on this quality indicator should not be higher on the scale than the judgement on Key Question1 but it may be lower. When inspecting the management of resources, inspectors will judge how well the school plans and carries out effective strategies to ensure and monitor that the school delivers value for money in the way it manages resources.

3.4.1: management of staff and resources

Inspectors should judge how efficiently and effectively leaders and managers plan and carry out strategies to manage staff and resources. You may consider whether there are any clear management features that contribute to or detract from the efficient management of resources.

Independent schools are not required to employ teachers who have qualified teacher

status (QTS).

You should consider how well leaders and managers:

- ensure there are enough suitably qualified teaching and support staff to teach the curriculum effectively;
- deploy staff to make best use of their time, expertise and experience;
- identify and meet the development needs of all staff through appraisal and performance management systems;
- manage and deploy teaching assistants and non-teaching staff;
- provide the best standards of accommodation possible within the school's budget; and
- ensure that pupils have enough appropriate learning resources.

You should concentrate less on the detail of the financial budgets than on the extent to which the school's spending decisions and broad financial planning are based on priorities for expenditure on improvement over time.

You should consider the extent to which leaders and managers:

- know the costs of existing programmes and activities, keep them under review and question whether they are cost-effective;
- identify priorities and areas for development and allocate resources appropriately and according to clear criteria to reflect the school's agreed objectives;
- have systematic and accurate budgeting arrangements, including appropriate arrangements for contingencies; and
- have established a sensible balance between the responsibilities undertaken by the proprietor and those delegated to the headteacher and staff.

3.4.2: value for money

When inspecting value for money, inspectors should take into account the effectiveness of the school in achieving good or excellent outcomes for pupils, in Key Question 1. However, if resources are poorly managed, even if outcomes are good, the overall judgement should reflect the areas for improvement identified.

You should evaluate:

- the effectiveness of the provision in securing appropriate outcomes for pupils overall;
- the extent to which the school successfully balances the effectiveness of its provision against costs, including staffing costs; and
- the extent to which it makes good use of the funding it receives.

Independent schools do not have comparable funding streams or levels of funding. It is not possible to identify or compare unit costs. You should report either that a school provides value for money or that it does not.

Good resource management

Staffing and financial resources are managed and deployed effectively to support

learning improvement. The school deploys teaching and support staff well and they have the knowledge and expertise to cover all aspects of the school's curriculum. The impact of resources on teaching and learning is kept under review and future needs are planned for. The school's spending decisions relate well to priorities for improvement and the benefit of the pupils. Overall, outcomes for pupils are good. There are no unsatisfactory standards or inadequate aspects to provision.

Unsatisfactory resource management

Financial resources are not fully linked to priorities for action and whole-school development plans. The school does not have enough qualified specialist and experienced teaching and support staff with the full range of knowledge and expertise to cover all aspects of the school's curriculum. The school does not deploy or monitor resources efficiently or plan to improve resources well enough to ensure value for money. While outcomes may be unsatisfactory, adequate or better, there are shortcomings in the way that resources are deployed and applied by managers.

Annex 1: Common Inspection Framework

K Q	Quality Indicators	Aspects
1 O U T C O M E S	1.1 Standards	1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment 1.1.2 standards of groups of learners 1.1.3 achievement and progress in learning 1.1.4 skills 1.1.5 Welsh language
	1.2 Wellbeing	1.2.1 attitudes to keeping healthy and safe 1.2.2 participation and enjoyment in learning 1.2.3 community involvement and decision making 1.2.4 social and life skills
2 P R O V I S I O N	2.1 Learning experiences	2.1.1 meeting the needs of learners, employers/community 2.1.2 provision for skills 2.1.3 Welsh language provision and the Welsh dimension 2.1.4 education for sustainable development and global citizenship
	2.2 Teaching	2.2.1 range and quality of teaching approaches 2.2.2 assessment of and for learning
	2.3 Care, support and guidance	2.3.1 provision for health and wellbeing including spiritual, moral, social and cultural development 2.3.2 specialist services, information and guidance 2.3.3 safeguarding arrangements 2.3.4 additional learning needs
	2.4 Learning environment	2.4.1 ethos, equality and diversity 2.4.2 physical environment
3 L E A D E R S H I P	3.1 Leadership	3.1.1 strategic direction and the impact of leadership 3.1.2 the proprietor and/or other supervisory boards 3.1.3 meeting national and local priorities
	3.2 Improving quality	3.2.1 self-evaluation, including listening to learners and others 3.2.2 planning and securing improvement 3.2.3 involvement in networks of professional practice
	3.3 Partnership working	3.3.1 strategic partnerships 3.3.2 joint planning, resourcing and quality assurance
	3.4 Resource management	3.4.1 management of staff and resources 3.4.2 value for money

Annex 2: The main sources of evidence relevant to key questions and quality indicators

	Key Question 1		Key Question 2				Key Question 3			
	1.1	1.2	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Observation:										
Lessons, sessions, out-of-class and enrichment activities, lunch and break times, tutor periods, assemblies and collective worship; personal and social education lessons and careers education, where applicable, and the nature and contribution of homework	✓	✓		✓	✓	✓				
Scrutiny of pupils' current and previous work, including any work done off-site and homework; and marking, comments and follow-up work	✓	✓		✓						
The available learning resources, including library provision, and access by pupils and staff to an appropriate range of books, ICT resources, practical equipment and audio-visual materials to support learning and teaching during and outside school hours				✓	✓	✓				✓
The condition, appearance and use of accommodation and school grounds and the quality of displays				✓		✓				✓
Specialist accommodation, equipment, aids and other resources						✓				✓
Use of out-of-school resources, such as residential facilities, educational visits and community resources						✓			✓	✓
The school in operation, such as the teaching arrangements, support for pupils with ALN, including use of support teachers and services, learning support assistants, medical, paramedical and nursing specialists, psychologists and other external agencies				✓	✓	✓			✓	✓

Documents:										
The self-evaluation report	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assessment data, including baseline FP & NC assessments, RE2/SSSP, WED reports, WAG benchmark data and WAG/FFT reports and public examinations, where appropriate; teacher assessments at the end of the year and key stage, standardised reading and numeracy test scores and any value added analyses	✓									
Evidence of pupils' abilities at intake as indicated by initial screening tests, assessments of previous attainment and other appropriate measurements	✓									
Relevant information held by the school on individual pupils					✓					
Information about the targets for improvement set for the school, cohorts and individual pupils	✓			✓			✓			
Data on pupils in partnership provision	✓								✓	
Pupils' and parents/carers' views as expressed in questionnaires	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pupils' induction, transfer and integration arrangements		✓			✓					
Statements, individual education plans, individual behaviour plans, personal education plans, annual reviews and transition plans, screening and assessment information and procedures and details of any pupils for whom exceptions and modifications to NC requirements apply, and of alternative provision, which is made					✓					

Annex 3: Guidance on the regulations for registration for independent schools

Introduction

The Education Act 2002 requires that all independent schools in Wales must be registered with the National Assembly for Wales. As a condition of registration, these schools must satisfy the Independent School Standards (Wales) Regulations 2003.

There are seven Standards that are subdivided into the regulations listed in the table below. To meet a Standard, the school must comply with each regulation for that Standard. There are no degrees of compliance with any of the regulations. Inspectors should judge whether the school complies or not.

The Guidance for the Inspection of Independent Schools and the Independent School Standards (Wales) Regulations 2003

The table indicates where, within this guidance, inspectors will obtain the evidence to judge compliance with the regulations and the specific key question under which compliance is most appropriately reported.

Independent schools standards	Evaluations in independent school inspection guidance	Method of report
Quality of education provided		
1.1 The quality of education provided by the school meets the standard if the requirements in sub-paragraphs (2) to (5) are met.		
1-2 The school must draw up and implement effectively a written policy on the curriculum supported by appropriate plans and schemes of work, which provides for:	2.1;	Evaluation under KQ2
1-2a full time supervised education for all pupils of compulsory school age, which gives pupils experience in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;	2.1.1; 2.1.2;	Evaluation under KQ2
1-2b subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;	2.1.1; 2.1.2;	Evaluation under KQ2
1-2c pupils to acquire skills in speaking and listening, literacy and numeracy;	1.1.4; 2.1.1; 2.1.2;	Evaluation under KQ2
1-2d where the principal language of instruction is a language other than English or Welsh, lessons in written and spoken English or Welsh, except that this requirement will not apply in respect of a school or part of a school which provides education for pupils who are temporarily resident in Wales and which follows the curriculum of another country;	1.1.4; 2.1.1; 2.1.2;	Evaluation under KQ2
1-2e where a pupil has a statement, education, which fulfils its requirements;	1.1.2; 2.1.1; 2.3.4;	Evaluation under KQ2

1-2f	personal, social and health education, which reflects the school's aims and ethos;	1.2.2; 1.2.4; 2.1.1; 2.1.2; 2.3.1;	Evaluation under KQ2
1-2g	appropriate careers guidance for pupils receiving secondary education;	2.1.1; 2.3.2;	Evaluation under KQ2
1-2h	where the school has pupils below or above compulsory school age, a programme of activities which is appropriate to their needs;	1.1.3; 2.1.1; 2.1.2;	Evaluation under KQ2
1-2i	the opportunity for all pupils to learn and make progress; and	1.1.3; 1.1.4; 1.2.4; 2.1.1; 2.1.2;	Evaluation under KQ2
1-2j	appropriate preparation of pupils for the opportunities, responsibilities and experiences of adult life.	1.1.3; 1.2.4; 2.1.1; 2.1.2; 2.3.1; 2.3.2; 2.4.1;	Evaluation under KQ2
1-3	The teaching at the school must:	2.2;	Evaluation under KQ2
1-3a	enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;	1.1.3; 2.2.1;	Evaluation under KQ2
1-3b	foster in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;	1.2.2; 2.2.1;	Evaluation under KQ2
1-3c	involve well-planned lessons, effective teaching methods, suitable activities and wise management of class time;	2.2.1; 2.2.2; 2.3.4;	Evaluation under KQ2
1-3d	show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account in the planning of lessons;	2.2.2; 2.3.2; 2.3.4;	Evaluation under KQ2
1-3e	demonstrate appropriate knowledge and understanding of the subject being taught;	2.2.1; 3.4.1;	Evaluation under KQ2
1-3f	utilise effectively classroom resources of an adequate quality, quantity and range;	2.2.1; 3.4.1;	Evaluation under KQ2
1-3g	demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from such assessments to plan teaching so that pupils can progress; and	2.2.2; 2.3.4;	Evaluation under KQ2
1-3h	encourage pupils to behave responsibly.	1.2.2; 1.2.4; 2.2.1; 2.3.3; 2.3.6;	Evaluation under KQ2
1-4	The school must have in place a framework for pupil performance to be evaluated, by reference either to the school's own aims as provided to parents or national norms, or to both.	2.2.2; 2.2.3; 2.3.1; 2.3.4;	Evaluation under KQ2
1-5	The school must provide effective education for all pupils within a class to make progress, including pupils with statements and those for whom Welsh or English is an additional language.	1.1.1; 1.1.2; 1.1.3; 1.2.2; 1.2.4; 2.1.1; 2.1.2;	Evaluation under KQ1
Spiritual, moral and cultural development of pupils			
2	The spiritual, moral, social and cultural development of pupils at the school meets the standard if the school promotes principles which:		
2a	enable pupils to develop their self-knowledge, self-esteem and self-confidence;	1.2.2; 1.2.4; 2.3.1;	Evaluation under KQ1

2b	enable pupils to distinguish right from wrong and to respect the law;	1.2.4; 2.3.1;	Evaluation under KQ1
2c	encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;	1.2.1; 1.2.3; 1.2.4; 2.1.1; 2.1.4; 2.3.1; 2.4.1;	Evaluation under KQ2
2d	provide pupils with a broad general knowledge of public institutions and services;	1.2.3; 2.1.1; 2.1.4; 2.3.1;	Evaluation under KQ2
2e	assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.	2.1.1; 2.1.3; 2.3.1; 2.4.1;	Evaluation under KQ2
Welfare, health and safety of pupils			
3-1	The welfare, health and safety of pupils at the school meet the standard if the requirements in sub-paragraphs (2) to (9) are met.		
3-2	The school must draw up and implement effectively a written policy to:		
3-2a	prevent bullying, which has regard to National Assembly circular 23/03 'Respecting Others: Anti-bullying Guidance';	1.2.1; 1.2.4; 2.3.1; 2.3.3;	Evaluation under KQ2
3-2b	safeguard and promote the welfare of children who are pupils at the school, which complies with Welsh Assembly Government Circular 005/2008 – 'Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002';	2.3.1; 2.3.3;	Evaluation under KQ2
3-2c	safeguard and promote the health and safety of pupils on activities outside the school which has regard to 'Educational Visits – A safety guide for learning outside the classroom' – this document incorporates and supersedes previous National Assembly circular 2/99 "Health and Safety of Pupils on Educational Visits A Good Practice Guide"; and	2.3.1;	Evaluation under KQ2
3-2d	promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour.	1.2.4; 2.3.1;	Evaluation under KQ2
3-3	Where the school provides boarding accommodation, that provision must have regard to the National Minimum Standards for Boarding Schools 2003 or where applicable the National Minimum Standards for Residential Special Schools 2003.	2.3.1; 2.3.3;	Evaluation under KQ2 In conjunction with CSSIW
3-4	The school must have regard to any National Assembly guidance on health and safety responsibilities and powers of schools.	2.3.1; 2.3.3; 3.1.2;	Evaluation under KQ2
3-5	The school must have a satisfactory level of fire safety, identified by: (a) the school's risk assessment under regulation 3 of the Management of health and safety at work Regulations 1999 insofar as it relates to obligations under Part II of the Fire precautions (Workplace) Regulations 1997; and (b) any report from the Fire Authority.	2.3.1;	Evaluation under KQ2

3-6	The school must have and implement effectively a satisfactory written policy on First Aid.	2.3.1;	Evaluation under KQ2
3-7	School staff must be deployed to ensure the proper and effective supervision of pupils.	2.3.1; 2.3.3;	Evaluation under KQ2
3-8	The school must keep a written record of the sanctions imposed upon pupils for serious disciplinary offences.	1.2.4; 2.3.1; 2.4.1;	Evaluation under KQ2
3-9	The school must maintain an admission register and an attendance register in accordance with the Education (Pupil Registration) Regulations 1995.	1.2.2; 1.2.4; 2.3.1; 3.1.2;	Evaluation under KQ2
Suitability of proprietors & staff			
4	The suitability of proprietors and staff at the school meets the standard if:		
4a	in the case of a proprietor who is an individual, the proprietor has applied for an appropriate criminal record certificate and that application has been countersigned by the National Assembly for the purposes of Part V of the Police Act 1997;	2.3.1; 2.3.3;	Evaluation under KQ2
4aa	in the case of a proprietor which is a corporation, Scottish firm or body of persons, the responsible individual has applied for an appropriate criminal record certificate and that application has been countersigned by the National Assembly for the purposes of Part V of the Police Act 1997;	2.3.1; 2.3.3;	Evaluation under KQ2
4b	in the case of a proprietor which is a corporation, Scottish firm or body of persons, the proprietor ensures that there is available in respect of each member of the corporation, firm or body an appropriate criminal record certificate, if both the following conditions apply: (i) the member is treated as a member for the purposes of paragraph 2 of the schedule to the Independent Schools (Provision of Information) (Wales) Regulations 2003 (members holding less than 5% of a company's share capital to be disregarded); and (ii) the member is an individual in respect of whom the Secretary of State must issue a criminal record certificate under section 113A of the Police Act 1997 in response to a duly made application for such a certificate;	2.3.1; 2.3.3;	Evaluation under KQ2
4bb	prior to the appointment of any member of staff to work at the school, where the prospective member of staff is an individual in respect of whom the Secretary of State must issue a criminal record certificate under section 113A of the Police Act 1997, the proprietor ensures that: (i) the individual has applied for an appropriate criminal record certificate; and (ii) the individual makes the certificate available to the proprietor;	2.3.1; 2.3.3;	Evaluation under KQ2

4c	prior to confirmation of their appointment, checks are carried out on members of staff to confirm their identity, medical fitness, previous employment history, character references, and where appropriate, qualifications and professional references, and that information must be taken into account in determining whether an appointment is confirmed. National Assembly circular 34/02 "Child protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service" provides best practice advice on pre-appointment checks;	2.3.1; 2.3.3;	Evaluation under KQ2
4d	where members of staff will care for, train, supervise or be in charge of children in boarding accommodation, they also comply with Standard 38 of the national Minimum Standards for Boarding Schools or where applicable Standard 27 of the National Minimum Standards for Residential Special Schools;	2.3.1; 2.3.3;	Evaluation under KQ2 In conjunction with CSSIW
4e	neither the proprietor nor any member of staff carries out work, or intends to carry out work, in contravention of a direction under section 142(1) of the 2002 Act; and	2.3.1; 2.3.3;	Evaluation under KQ2
4f	any foreign national working at or for the purposes of the school is subject to the checks set out in the National Assembly for Wales guidance 'Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service' (circular 34/02).	2.3.1; 2.3.3;	Evaluation under KQ2
Premises & boarding accommodation			
5	The premises and boarding accommodation at the school meet the standard if:		
5a	the water supply meets the requirements of the 1999 Regulations;	2.4.2; 3.1.2;	Evaluation under KQ2
5b	there is an adequate drainage system for hygienic purposes and the disposal of waste water and surface water;	2.4.2; 3.1.2;	Evaluation under KQ2
5c	each load bearing structure is satisfactory and in accordance with the 1999 Regulations;	2.3.1; 2.4.2; 3.1.2;	Evaluation under KQ2
5d	the school has adequate security arrangements for the grounds and buildings;	2.3.1; 2.4.2; 3.1.2;	Evaluation under KQ2
5e	premises, which are used for another purpose other than conducting the school, are organised to ensure that the health, safety and welfare of pupils are safeguarded and their education is not interrupted by other users;	2.3.1; 2.3.; 3.1.2;	Evaluation under KQ2
5f	the school buildings provide reasonable resistance to penetration by rain, snow, wind and moisture from the ground;	2.4.2; 3.1.2;	Evaluation under KQ2
5g	there is sufficient access so that emergency evacuations can be accomplished safely for all pupils, particularly those with special needs;	2.3.1; 2.4.1; 3.1.2;	Evaluation under KQ2

5h	access to the school allows all pupils, including those with special needs, to enter and leave the school in safety and comfort;	2.3.1; 2.4.1; 2.4.2; 3.1.2;	Evaluation under KQ2
5i	the premises have not been condemned by the Environmental Health Authority;	2.3.1; 2.4.2; 3.1.2;	Evaluation under KQ2
5j	having regard to the number, age and needs (including any special needs) of pupils, classrooms are appropriate in size to allow effective teaching and do not compromise health or safety;	2.3.1; 2.4.2; 3.1.2;	Evaluation under KQ2
5k	there are sufficient washrooms for staff and pupils, including facilities for pupils with special needs, taking account of the 1999 Regulations;	2.3.1; 2.4.2; 3.1.2;	Evaluation under KQ2
5l	there are appropriate facilities for pupils who are ill in accordance with the 1999 Regulations;	2.3.1; 2.4.2; 3.1.2;	Evaluation under KQ2
5m	where food and drink is served, there are adequate facilities for its hygienic preparation, serving and consumption;	2.3.1; 3.1.2;	Evaluation under KQ2
5n	classrooms and other parts of the school are maintained in a tidy, clean and hygienic state;	2.3.1; 2.4.2; 3.1.2;	Evaluation under KQ2
5o	sound insulation and acoustics allow effective teaching and communication;	2.4.2; 3.1.2;	Evaluation under KQ2
5p	lighting, heating and ventilation in classrooms and other parts of the school are satisfactory in accordance with the 1999 Regulations;	2.3.1; 2.4.2; 3.1.2;	Evaluation under KQ2
5q	there is a satisfactory and adequate maintenance of decoration;	2.4.2; 3.1.2;	Evaluation under KQ2
5r	the furniture and fittings are appropriately designed for the age and needs (including any special needs) of all pupils registered at the school;	2.3.1; 2.4.2; 3.1.2;	Evaluation under KQ2
5s	there is appropriate flooring in good condition;	2.3.1; 2.4.2; 3.1.2;	Evaluation under KQ2
5t	there are appropriate arrangements for providing outside space for pupils to play safely;	2.3.1; 2.3.3; 2.4.2; 3.1.2;	Evaluation under KQ2
5u	where boarding accommodation is provided, it has regard to Standards 40-52 of the National Minimum Standards for Boarding Schools 2003 or, where applicable, Standards 23-26 of the National Minimum Standards for Residential Special Schools 2003; and	2.3.1; 2.4.2;	Evaluation under KQ2 In conjunction with CSSIW
5v	the premises comply with the requirements of the Disability Discrimination (Prescribed Periods for Accessibility, Strategies, and Plans for Schools (Wales) Regulations 2003.	2.1.1; 2.3.1; 2.3.4; 2.4.1; 2.4.2; 3.1.2;	Evaluation under KQ2
Provision of information			
6-1	The provision of information by the school meets the standard if the requirements in sub-paragraphs (2) to (9) are met.		
6.2	Subject to sub-paragraph (10), the school must provide to parents of pupils and prospective pupils and on request to the Chief Inspector, the National Assembly, or a body approved under section 163(10)(b) of the 2002 Act :		
6-2a	the school's address, e-mail address and telephone number, and the name of the head teacher;	3.1.2;	Evaluation under KQ3

6-2b either – (i) where the proprietor is an individual, his or her full name, usual residential address and appropriate e-mail address and telephone number; or (ii) where the proprietor is a corporation, a Scottish firm or a body of persons, the address and telephone number of its registered or principal office;	3.1.2;	Evaluation under KQ3
6-2c where the school has a governing body, the full name, usual residential address and telephone number of the Chairperson of that body;	3.1.2;	Evaluation under KQ3
6-2d a statement of the school's ethos (including any religious ethos) and aims;	3.1.2;	Evaluation under KQ3
6-2e particulars of the school's policy on and arrangements for admissions, discipline and exclusions;	3.1.2;	Evaluation under KQ3
6-2f particulars of educational and welfare provision for pupils with statements and for pupils for whom English or Welsh is an additional language;	2.3.4; 2.4.1; 3.1.2;	Evaluation under KQ3
6-2g particulars of the policies (curriculum) prepared under paragraph 1(2) of this Schedule;	2.1.1; 2.1.2; 3.1.2;	Evaluation under KQ3
6-2h particulars of the policies (prevention of bullying, safeguarding, health and safety, behaviour) prepared under paragraph 3(2) of this Schedule;	1.2.1; 2.3.1; 2.3.3; 2.4.1; 3.1.2;	Evaluation under KQ3
6-2i particulars of academic performance, including the results of any public examinations;	3.1.2;	Evaluation under KQ3
6-2j details of the complaints procedure set out in accordance with paragraph 7 of this Schedule, and the number of complaints registered under the formal procedure during the preceding school year; and	3.1.2;	Evaluation under KQ3
6-2k the number of staff employed at the school, including temporary staff, and a summary of their qualifications.	3.1.2;	Evaluation under KQ3
6-3 Following an inspection under section 163 (1) of the 2002 Act the school must send to parents of every registered pupil, by a date specified by the body who conducted the inspection: (a) the summary report prepared by that body; or (b) if no summary report has been prepared, the full report.	3.1.2;	Evaluation under KQ3
6-4 Where the summary report has been sent in accordance with sub-paragraph (3)(a) the school must make arrangements for parents to have access to the full report on request.	3.1.2;	Evaluation under KQ3
6-5 An annual written report of the progress of each registered child and their attainment in the main subject areas taught must be provided to parents by the school except that no report need be sent to a parent who has agreed otherwise with the school.	2.2.2; 3.1.2;	Evaluation under KQ3

6-6	The school will provide any body conducting an inspection under section 163 of the 2002 Act with – (a) any information reasonably requested in connection with an inspection that is necessary for the purposes of the inspection; and (b) access to the admission register, and any attendance register, maintained in accordance with the Education (Pupil Registration) Regulations 1995.	3.1.2;	Evaluation under KQ3
6-7	Where a pupil wholly or partly funded by a local authority is registered at the school, an annual audited account of income received and expenditure incurred by the school must be submitted to the local authority and on request to the National Assembly.	3.1.2;	Evaluation under KQ3
6-8	Where a pupil with a statement is registered at the school, the school must supply such information to the responsible local authority as may reasonably be required for the purpose of the annual review of the statement.	3.1.2;	Evaluation under KQ3
6-9	A copy of the risk assessment referred to in paragraph 3(5)(a) of the Schedule must be provided on request to the National Assembly.	3.1.2;	Evaluation under KQ3
6-10	In relation to paragraphs (g) to (k) of sub-paragraph (2), provided that the school ensures that parents of pupils and of prospective pupils are aware that such information is available, it need only be provided to them on request.	3.1.2;	Evaluation under KQ3
Complaints			
7	The manner in which the school handles complaints meets the standard if it has a complaints procedure which:		
7a	is in writing;	2.3.3; 3.1.2;	Evaluation under KQ3
7b	is available on request to parents of pupils and of prospective pupils at the school;	2.3.3; 3.1.2;	Evaluation under KQ3
7c	sets out clear time scales for the management of a complaint;	2.3.3; 3.1.2;	Evaluation under KQ3
7d	provides an opportunity for a complaint to be made and considered on an informal basis;	2.3.3; 3.1.2;	Evaluation under KQ3
7e	where the parents are not satisfied with the response made in accordance with paragraph (d) or wish to pursue a formal complaint, establishes a procedure for the complaint to be made in writing;	2.3.3; 3.1.2;	Evaluation under KQ3
7f	where the parents are not satisfied with the response to the complaint made in accordance with paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;	2.3.3; 3.1.2;	Evaluation under KQ3

7g	stipulates that, where there is a panel hearing of a complaint, one person will be independent of the management and running of the school;	2.3.3; 3.1.2;	Evaluation under KQ3
7h	allows for the parents to attend and to be accompanied at a panel hearing if they wish;	2.3.3; 3.1.2;	Evaluation under KQ3
7i	provides for the panel to make findings and recommendations and stipulates that the complainant, proprietor and head teacher, and where relevant the person complained about, are each given a copy of any findings and recommendations;	2.3.3; 3.1.2;	Evaluation under KQ3
7j	provides for written records to be kept of all complaints, including whether they are resolved at the preliminary stage or proceed to a panel hearing;	2.3.3; 3.1.2;	Evaluation under KQ3
7k	provides that, subject to paragraph 6(2)(j) of this Schedule, correspondence, statements and records of complaints are to be kept confidential except where the National Assembly or a body conducting an inspection under section 163 of the 2002 Act requests access to any documents relating to the complaint; and	2.3.3; 3.1.2;	Evaluation under KQ3
7l	where the school provides boarding accommodation, complies with Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 4 of the National Minimum Standards for Residential Special Schools.	2.3.3; 3.1.2;	Evaluation under KQ3 In conjunction with CSSIW

Inspectors will use this guidance for the inspection of independent schools, with its quality indicators and reporting requirements, which stress quality and outcomes in the education provided by independent schools. You must also look in detail at the standards and their associated regulations. The report must clearly indicate which, if any, of the regulations the school does not meet. You must bear in mind that the regulations represent minimum standards for a school's continuing registration.

In most cases, a sound evidence base, as required in the guidance for the inspection of independent schools, will determine how far the standards are met.

Procedure

The reporting inspector (RI) will have overall responsibility for judging if the school meets the requirements of the Independent School Standards (Wales) Regulations 2003.. The RI should delegate responsibility for gathering evidence to other team inspectors as most appropriate.

A number of the regulations contained within Standard 5 are to ensure compliance with the Education (School Premises) Regulations 1999. Her Majesty's Chief Inspector for Education and Training in Wales has, in accordance with Part 10 Chapter 1 paragraph 163 of the Education Act 2002, approved a suitably qualified building inspector to undertake the Standard 5 inspection work.

The RI should provide each additional inspector with the appropriate sections of the Regulatory Checklist of the Standards Regulations for the relevant key questions. At the team meeting, the team must reach a corporate consensus about whether the school meets all or only some of the Regulations for each Standard.

The RI should consolidate the team's findings onto the master checklist. This record, together with a summary of the specific reasons for a school's failure to comply with any particular regulation is part of the evidence base for the inspection.

Compliance with the Regulations for Registration

The Compliance with the Regulations for Registration section of the report must include an overview of the extent to which the school meets the regulatory requirements for each of the numbered Registration Standards. If one or more regulatory requirements are not met, these should be specified in this section. Where the school does not meet any regulatory requirements, the report should state which specific regulations the school needs to address in order to meet the registration standards.

The report should set out the team's findings, for each of the standards, as indicated:

either

- The school meets the regulatory requirements for this standard.

or

- The school does not meet the regulatory requirements for this standard.

Where a school does not fully comply with the regulations for this standard, the report should include the following statement:

Although the school meets most/almost all of the regulatory requirements for this standard, in order to comply fully with the Independent School Standards (Wales) Regulations 2003 the school should:

- use wording of specific regulation, followed by the regulation number eg [3(4)].

Additional requirements and regulations that may affect independent schools

The documents listed below are a combination of regulations, measures and circulars and are provided as a reference for inspectors. The list is not exhaustive and it is not intended to be a checklist for inspectors to review a school. They are provided only as a resource for an inspection team should the need arise. Inspectors need to be aware that regulations and measures are statutory documents.

* All of the documents are relevant to Key Question 1 as they define outcomes for pupils

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Accessibility Plan: Disability Discrimination Act 1995 (as amended by the Special Needs and Disability Act 2001) DDA, Part IV. DDA, Part III; Planning to Increase Access to Schools for Disabled Pupils – NAFW Circular 15/2004;		✓		✓	✓	✓			
Attendance Regulations: The Education (Pupil Registration) Regulations 1995; The Education (Pupil Registration) Regulations 1997				✓		✓			
Educational Visits: Educational Visits – A safety guide for learning outside the classroom' 2008 - All Wales Guidance 2008				✓					
Fire Safety Policy and Procedures: (Health and Safety at Work Act) (Fire Safety) Order 2005)				✓	✓	✓			
Independent School Standards (Wales) Regulations 2003		✓	✓	✓	✓	✓	✓	✓	✓
Safeguarding: All Wales Child Protection Procedures; and NAW circular 34/02 'Child Protection: preventing unsuitable people from working with children and young persons in the education service'; Guidance on the Education of Children Looked After by Local Authorities Circular 2/2001; Circular 005/2008 Safeguarding Children in Education; NAW Circular 47/06 Inclusion and Pupil Support; Teaching Drama: Guidance on Safeguarding Children and Child Protection for Managers and Drama Teachers Circular 23/2006; The Protection of Children Act (1999);				✓		✓			

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
NAW's 'Working Together To Safeguard Children' (2000); The role of local authorities and governing bodies under the Education Act 2002. Framework for the Assessment of Children in Need and their Families 2001; United Nations Convention on the Rights of the Child; WO Circular 52/95 'Protecting Children From Abuse: The Role of the Education Service'									
Special Needs: The Special Educational Needs (Provision of Information by LEAs) (Wales) Regulations 2002; Special Educational Needs Code of Practice for Wales (reprinted 2004); Challenging Pupils: Meeting the Curriculum Needs of Pupils with Emotional and Behavioural Difficulties 2000		✓	✓	✓		✓			

Annex 4: Pupils' survey

Pupils' survey - primary

Tell us about your school

If you agree with the statement, please put a **tick** (✓) in the space next to it.

If you do not agree, please put a **cross** (x).

If you cannot answer a question, please **leave it blank**.

Your school name:

Boy	Girl	Please circle one box
-----	------	-----------------------

Year Group	3	4	5	6	Please circle one box
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Questions		
1	I feel safe in my school.	
2	The school deals well with any bullying.	
3	I know who to talk to if I am worried or upset.	
4	The school teaches me how to keep healthy	
5	There are lots of chances at school for me to get regular exercise.	
6	I am doing well at school.	
7	The teachers and other adults in the school help me to learn and make progress.	
8	I know what to do and who to ask if I find my work hard.	
9	My homework helps me to understand and improve my work in school.	
10	I have enough books, equipment, and computers to do my work.	
11	Other children behave well and I can get my work done.	
12	Nearly all children behave well at playtime and lunch time.	

Pupils' survey - secondary

Your school name:

Male	Female	Please circle one box
------	--------	-----------------------

Year Group	7	8	9	10	11	12	13	Please circle one box
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Questions		Please tick one box			
		Strongly agree	Agree	Disagree	Strongly disagree
1	I feel safe in my school.				
2	The school deals well with any bullying.				
3	I have someone to talk to if I am worried.				
4	The school teaches me how to keep healthy				
5	There are plenty of opportunities at school for me to get regular exercise.				
6	I am doing well at school.				
7	The teachers help me to learn and make progress and they help me when I have problems.				
8	My homework helps me to understand and improve my work in school.				
9	I have enough books and equipment, including computers, to do my work.				
10	Pupils behave well and I can get my work done.				
11	Staff treat all pupils fairly and with respect.				
12	The school listens to our views and makes changes we suggest.				
13	I am encouraged to do things for myself and to take on responsibility.				
14	The school helps me to be ready for my next school, college or to start my working life.				
15	The staff respect me and my background.				
16	The school helps me to understand and respect people from other backgrounds.				
17	Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4				
18	Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form				

Annex 5: Parents'/carers' survey

Questions		Please tick one box				
		strongly agree	agree	disagree	strongly disagree	don't know
1	Overall I am satisfied with the school.					
2	My child likes this school.					
3	My child was helped to settle in well when he or she started at the school.					
4	My child is making good progress at school.					
5	Pupils behave well in school.					
6	Teaching is good.					
7	Staff expect my child to work hard and do his or her best.					
8	The homework that is given builds well on what my child learns in school.					
9	Staff treat all children fairly and with respect.					
10	My child is encouraged to be healthy and to take regular exercise.					
11	My child is safe at school.					
12	My child receives appropriate additional support in relation to any particular individual needs.					
13	I am kept well informed about my child's progress.					
14	I feel comfortable about approaching the school with questions, suggestions or a problem.					
15	I understand the school's procedure for dealing with complaints.					
16	The school helps my child to become more mature and take on responsibility.					
17	My child is well prepared for moving on to the next school or college or work.					
18	There is a good range of activities including trips or visits.					
19	The school makes good provision for its boarders and residential pupils (where applicable)					
20	The school is well run.					

Annex 6: Pupils with additional learning needs

Learner and other stakeholder views are sources of evidence for all key questions. Inspectors must ensure that evaluation of the 10 quality indicators includes the achievements, attitudes and well-being of all learners, taking particular account of outcomes for learners with additional learning needs (ALN).

The term ALN applies to learners of all ages, adults and children, whose learning needs are additional to the majority of their peers. Learners with ALN include those who:

- are children and young people with special educational needs;
- are disabled;
- have medical needs;
- have emotional, social and behavioural difficulties and/or mental health needs;
- are more able and talented;
- are learning English as an additional language; and
- have basic skills needs.

Learners are more likely to have ALN when they also belong to vulnerable groups including:

- minority ethnic groups;
- refugees/asylum seekers;
- migrant workers;
- looked-after children;
- young parents and pregnant young women;
- young offenders;
- adults, children and families in difficult circumstances;
- learners at risk of homophobic bullying;
- young carers;
- pupils educated otherwise than at school; and
- gypsies and travellers.

Annex 7: Reporting on performance data in independent schools

Reporting on performance data in independent schools

The main focus should be on achievement rather than attainment.

Key Question 1: How good are outcomes?

1.1 Standards

Using the range of analyses

It is important to consider the picture given by the whole range of analyses available over a period of time, usually three years. You should not base conclusions on one year's performance, on one individual indicator or on only one type of analysis. It is important to look at the whole picture.

You should avoid 'cherry picking' data for inclusion as a good feature. The criteria used for the listing of good features and areas for improvement in relation to performance information must be balanced and objective. Generally, good features and areas for improvement should refer to a wide range of indicators or trends in key indicators over time.

Reports on performance should start from the performance of the youngest pupils.

It is important to take account of small pupil numbers that may cause results to fluctuate year on year. In addition, analysis of performance should recognise the attainment of pupils who are out of age and those whose progress has been accelerated or delayed.

1.1.1 Results and trends in performance compared with national averages, similar providers and prior attainment

a) comparison to national averages to identify trends in performance over at least three years.

Comparison to national averages should only be used to identify whether a school's rate of progress is better than the national improvement and to identify relative strengths or areas for development in trends in different indicators.

These comparisons should be made over at least three years since data trends over this period carry more weight than performance in a single year. Reports must contain a comment on trends over the previous three years and whether performance is generally improving, fluctuating or declining. This should be considered and reported on.

If the school carries out National Curriculum assessments in any of key stages 1, 2 or 3, you should report on these. You should report on trends in performance on the Core Subject Indicators (CSI) and on any good features or areas for development in separate core subjects that influence the CSI. You should also always report on trends in performance on the separate subjects at the higher levels. You should only report on performance in the non-core subjects if there are significant good features or areas for development.

At key stage 4, you should consider performance on the level thresholds, the CSI, the wider points score and the percentage of pupils leaving full time education without a recognised qualification. You should report on trends in level 2 threshold including English or Welsh first language and mathematics and the percentage leaving without a qualification and any other indicators that have significant good features or areas for development. If, for example, all indicators improved over three years and are above national averages it is sufficient to say this.

At post-16 you should consider and report on students' performance on the level 3 threshold and the wider points score.

You should consider and comment on the progression and destinations of learners at 16 to all types of provision, not only those who remain in school. You should consider the number of school leavers who are not engaged in education, employment and training (NEETs). At the end of the sixth form, you may consider whether students move on to appropriate higher or further education courses, or employment. The information should be compared with national averages.

b) comparison to prior attainment of the cohort

You should also consider any analyses the school has that show the progress made by pupils from the previous key stage to judge whether their progress is appropriate for their ability, interests and previous performance.

However it is important that any value added data is interpreted in the light of performance on other analyses. You should comment on this and the team should look at the actions that have been taken to help pupils to catch up.

1.1.2 Performance of different groups of pupils

You should consider the attainment of particular groups of pupils including the performance of boys and girls and pupils with ALN. You should only comment on any gender differences if the gap in attainment is significantly different to national trends.

For pupils with ALN in mainstream schools, judgements about achievement for pupils should take account of their achievements in relation to achieving agreed learning goals.

You should also consider any analysis they have of the progress made by different groups of learners such as pupils with special educational needs, looked-after children, those with English as an additional language and any learners from minority ethnic groups.

Overall judgement on standards

It should be assumed that there will be a close relationship between the standards pupils reach in lessons and the school's performance in national curriculum assessments, if appropriate, and external examinations. Where this is not the case, inspectors should investigate and, if necessary, explain clearly the reasons for any apparent contradictions.

Annex 8: Guidance on follow-up activity

Failure to comply with the regulations for registration

During all core inspections, the inspection team will consider whether the school is failing to meet one or more of the Independent School Standards (Wales) Regulations 2003.

Where inspectors judge that the school does not meet standards, the National Assembly for Wales (NAW) will require the proprietor to submit an action plan. The inspectorate will monitor the school's progress to meet standards on behalf of NAW. Where an action plan is not implemented successfully, NAW may:

- determine that the school is to be removed from the register of independent schools; or
- make an Order requiring the proprietor to cease using any specified part of the school premises, close any part of the school's operation, or cease to admit any new pupils as specified by the Order.

Excellent practice case study

If any independent school gains an excellent judgement for at least one of the two overall judgements then the inspection team will have identified one or possibly more examples of sector-leading practice at the school that warrant wider dissemination. This possibility should be discussed during team meetings, when sector-leading practice will have been a key consideration in reaching any excellent judgement.

In such cases, the reporting inspector will invite the school to prepare a written case study of no more than 600 words, accompanied by any appropriate illustrative material if appropriate², describing the sector-leading practice. It should be made clear to the school that the inspectorate reserves the right to edit the content and presentational style. The case study should describe the context and background of the best practice, the exact nature of the strategy or activity and what the impact has been on outcomes for the pupils. The case study must be one that can be held up as sector-leading practice to the scrutiny of other schools in the same sector or possibly other similar sectors.

The case study should be sent to Estyn within four weeks of the end of the on-site part of the inspection. The case study should be accompanied by a letter or email showing that it has been approved for use by the inspectorate and signed off by the senior leader of the school.

The school may at a later stage also be invited to showcase their sector-leading practice at one of Estyn's best practice conferences. The example might be disseminated through various media, including the inspectorate's website, newsletters, best practice publications for the sector, in the Annual Reports of Her Majesty's Chief Inspector (HMCI) and at best practice events. Case studies will

² Photographic images of children and young people require the necessary clearance.

normally have a publication life of three years, after which they will be removed from the Estyn website, to ensure that they remain topical and at the forefront of excellent practice.

Follow-up activity in independent schools that receive funding to provide education for children under five

Inspectors should judge whether schools receiving EYDCP funding need follow-up inspection activity.

There are four levels of follow-up activity:

- 1 Excellent practice case study (described above)**
- 2 Local authority monitoring**
- 3 Estyn monitoring visit**
- 4 Estyn focused improvement monitoring visit**

Apart from the excellent practice case study, follow-up activity involves increasing levels of intervention in proportion to need. Local authority monitoring involves a report to Estyn from the relevant local authority. The last two levels involve visits from Estyn inspectors.

2 Local authority monitoring

The least intensive follow-up activity is required when the setting is identified as a generally good setting, but it may have a small number of specific areas for improvement that require monitoring to ensure improvement.

In such cases, the two overall judgements for the setting might be good, but a small number of quality indicators are judged adequate, indicating some areas for improvement. This would include instances where there is a failure to meet statutory requirements that affects quality or standards.

If the setting is judged to require local authority monitoring, the reporting inspector should tell the lead practitioner at the end of the inspection of this judgement and use the form for settings requiring follow-up activity to write to HMCI and confirm the judgement.

Subject to moderation, the inspectorate will write a letter to the setting, copied to the local authority, identifying the relevant areas for improvement. It is expected that the local authority will monitor progress against the areas for improvement identified in the letter and keep the Estyn link inspector for the local authority informed. If the link inspector judges that insufficient progress has been made then the setting may be subject to an Estyn monitoring visit.

3 Estyn monitoring visit

Normally, this level of activity will be required when at least one of the overall judgements for a setting in a core inspection is adequate, but the setting is not causing concern to the extent of requiring placement in a category of requiring focused improvement.

To receive this level of follow-up, key questions or quality indicators would be judged to be at least adequate. It would be possible that at least some key questions and quality indicators have been judged to be good. However, the setting would have some important areas for improvement that require monitoring.

If the setting is judged to require an Estyn monitoring visit, the reporting inspector should tell the lead practitioner at the end of the inspection of this judgement and use the form for settings requiring follow-up activity to write to HMCI and confirm the judgement.

Subject to moderation, the inspectorate will write a letter to the setting, copied to the local authority, identifying the relevant areas for improvement and explaining that a small team of Estyn inspectors will visit the setting to judge progress around a year later. The local authority will be invited to send an officer to join the monitoring team. If the team judges that insufficient progress has been made then the setting will be judged to be in need of focused improvement as a result of the follow-up inspection.

4 Estyn focused improvement monitoring visit

Settings placed in this level of follow-up activity are failing to provide an acceptable standard of education and leaders do not demonstrate the capacity to secure the necessary improvements. Settings will require focused improvement if some or all of the following apply:

- the overall judgement in the summary section is unsatisfactory;
- prospects for improvements are unsatisfactory; or
- any key question is judged unsatisfactory.

If the setting is judged to be in need of focused improvement, the reporting inspector should tell the lead practitioner at the end of the inspection of this judgement and use the form for settings requiring follow-up activity to write to HMCI and confirm the judgement.

Subject to moderation, the inspectorate will write a letter to the setting, copied to the local authority, identifying the relevant areas for improvement. A small team of Estyn inspectors will visit the setting regularly until such time as the setting is judged to have improved sufficiently or the local authority is advised to remove the setting from the list of settings eligible for education funding.

Glossary

ALN	Additional learning needs
GCSE	General Certificate of Secondary Education
HMI	Her Majesty's Inspector
ICT	Information and communication technology
SEN	Special educational needs