



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

Guidance handbook for the inspection of independent schools

from September 2019

estyn.gov.wales
@EstynHMI

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:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2019: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Contents	Page
Introduction	1
Purpose of the guidance handbook	1
Legal basis for the inspection of independent schools	1
Early years provision	2
Part 1: Inspection arrangements	2
Introduction	2
Principles of inspection	2
Code of conduct for inspectors	3
Expectations of providers	3
Health, safety and wellbeing issues	4
Responding to a safeguarding allegation	4
Approach to inspection	4
The Virtual Inspection Room	5
The inspection team	5
Contacting the school before the inspection	5
Planning the inspection and preparing the team	6
During the inspection	7
Meeting statutory requirements	10
After the inspection	10
Assuring the quality of inspections	11
Part 2: Inspection areas and reporting requirements	12
The Common Inspection Framework	12
Making judgements	13
About the school	13
Summary	14
Compliance with the regulations for registration	14
Recommendations	14
What happens next?	14
Inspection areas:	14
1 Standards	15
2 Wellbeing and attitudes to learning	17
3 Teaching and learning experiences	19
4 Care, support and guidance	22
5 Leadership and management	25
The evidence base of the inspection	28
Thematic focus	28
Annex 1: Guidance on the regulations for registration for independent schools	29

Introduction

Purpose of the guidance handbook

This guidance sets out the way the inspectorate will conduct inspections of independent schools from September 2017. It sets out the inspection arrangements for independent schools and offers guidance to inspectors on making inspection judgements.

Where the inspection identifies important concerns in relation to standards, quality of education and training or leadership and management, the inspectorate will arrange to conduct follow-up activity in the school to support improvement. Guidance on the different types of follow-up activity is available on Estyn's website.

Independent schools can use this guidance to see how inspections work and to help them in strengthening their own self-evaluation and improvement processes.

There is further information about inspections on the inspectorate's website www.estyn.gov.wales

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:

- the quality of education provided
- the spiritual, moral, social and cultural development of pupils
- the welfare, health and safety of pupils
- the suitability of proprietors¹ and staff
- the premises and accommodation
- the school's provision of information
- 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
- arrange for the inspection of any registered school by a body approved by the registration authority

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.

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
- 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.

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 (the children are not on the school's register), inspectors must check that the provision has been registered with Care Inspectorate Wales (CIW) and the local authority, as appropriate. This is an important safeguarding issue and inspectors should raise this matter with the school, if it has not taken the appropriate action.

Part 1: Inspection arrangements

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 (RI) 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 the school fully in the inspection process, including the opportunity for the school to select a nominee

- use the school's self-evaluation as the starting point for the inspection and to identify key areas 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 perspective of learners and other stakeholders
- apply the principle of equality for Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate
- be constructive in identifying and supporting schools with important aspects or weaknesses that require improvement

Code of conduct for inspectors

Inspectors should uphold the highest possible standards in their work. All inspectors have to meet the standards of 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
- 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 in supporting all pupils to achieve high standards and strong levels of wellbeing.

Inspectors should inform Estyn of any perceived or actual conflicts of interest as soon as they receive notification that they are on the inspection of the school.

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. We expect inspectors 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
- use Estyn's electronic systems for managing inspections, as required
- provide evidence that will enable inspectors to report honestly, fairly and reliably about the school

- maintain a purposeful dialogue with the reporting inspector and other inspectors
- recognise that inspectors need to observe practice and to talk to staff, learners 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
- ensure the health and safety of inspectors while on the school premises
- maintain the confidentiality of meetings and inspection findings until the final publication of the report

At the point of the inspection notification, schools should review the composition of the inspection team. It is the responsibility of schools to highlight any perceived or actual conflicts of interest prior to the start of their inspection.

Health, safety and wellbeing issues

Inspectors will carry out inspections in accordance with the inspectorate's guidance on inspecting safeguarding. If they observe anything that they think constitutes, in their opinion, a real risk to the safety of staff, visitors or pupils, inspectors should alert managers at the school. In all cases, inspectors should make a separate electronic note of the threat and that they informed managers of it. Inspectors should report on obvious risks relating to health, safety and wellbeing under inspection area 4 (care, support and guidance). Where these risks are a serious concern, inspectors should include a short comment in the report's text and a recommendation in the report. Estyn will send a wellbeing letter to the school asking them to outline how they will address the shortcoming.

Responding to a safeguarding allegation

If an inspector becomes aware of a safeguarding allegation/suspicion in respect of a child, young person or vulnerable adult, they should follow the procedures set out in the current version of 'Estyn's policy and procedures for safeguarding', which is available on Estyn's website.

Approach to inspection

The starting point for inspection is the school's evaluation of its own performance, supported by relevant evidence. 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 progress pupils make from their starting-points and the standards they achieve are key measures 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, their attitudes to learning and the impact that the provision in the school makes on supporting their progress and the standards they achieve.

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

Each inspection report will cover all inspection areas and reporting requirements covered by the common inspection framework.

We will carry out inspections in line with our Welsh Language Policy, available from the inspectorate's website and supported by supplementary guidance on inspecting the development of pupils' Welsh language skills.

The Virtual Inspection Room

The inspectorate will use an electronic system, called the 'Virtual Inspection Room' (VIR), for managing many aspects of the inspection. It is a web-based system that allows schools to upload information before the inspection and to download guidance from the inspectorate about the inspection process. The VIR is also the place where headteachers and nominees can access the emerging questions from the reporting inspector at the start of the inspection and the post-inspection questionnaires.

The inspection team

Inspection teams will be led by a reporting inspector (HMI), 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 is the first point of reference for everyone involved in the inspection.

We will invite schools to select a senior member of staff, called the nominee, to work with the inspection team. In practice, most schools accept the invitation, but it is not a requirement. The nominee should have sufficient seniority to act as a link between the school and the inspection team, but need not be the leader of the school. Schools can access the guidance for nominees on preparing for the inspection from links within the initial contact form (ICF), completed by the Inspection Co-ordinator (IC) and available via the VIR.

Contacting the school before the inspection

The school will receive 15 working days' notice of the inspection.

Following this, the inspectorate will contact the school by telephone to set up the arrangements for the inspection. Inspection co-ordinators in Estyn undertake the initial contact with schools. During this discussion, the Inspection Co-ordinator will:

- explain the purpose of the inspection and discuss an outline programme for the inspection
- discuss the specific information required before the inspection, including the completion by the school of a self-evaluation form on its provision for safeguarding, and make the arrangements for receiving it in electronic form through the Virtual Inspection Room
- 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 and explain the process for completing the nominee guidance
- arrange a meeting at the start of the inspection with the nominee to provide a

- health and safety briefing for the team
- provide links and guidance for the completion of online pre-inspection questionnaires for learners, parents and staff
- 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 a member of the governing body or the proprietor to meet inspectors during the inspection period
- organise any domestic arrangements, such as a base for the inspectors, parking and internet access
- set up the arrangements for feeding back the inspection findings
- agree the arrangements for completing the post-inspection questionnaire
- inform the school through the initial contact form of the key inspection arrangements

The Inspection Co-ordinator will request the following information from the school through the Virtual Inspection Room as soon as possible after the formal notification of the inspection:

- key background information on the school
- a copy of the school's most recent self-evaluation, including an analysis of pupils' performance over recent years, and school development or improvement plan
- 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 the school to make samples of pupils' work from the previous year available during the inspection visit, where possible.

When we notify schools of the inspection, they will receive information on how to conduct a confidential online pre-inspection questionnaire of pupils and all parents/carers. Estyn will also provide a pre-inspection online questionnaire for all teaching and support staff directly employed by the school. The outcomes of the pre-inspection questionnaires will form part of the pre-inspection evidence and help inspectors to form emerging questions to investigate further.

During the inspection, inspectors may interview a sample of pupils with leadership or representative roles, other specific groups of pupils and a sample of teaching and/or support staff as part of their gathering of evidence.

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

- in EYDCP placements
- with statements of special educational needs (SEN)
- who are in the care of the local authority

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

Where provision is also inspected by CW, the inspectorate will 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 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 use the pre-inspection information to frame a short set of emerging questions to guide the initial inspection activity of the team. The school will receive the emerging questions via the VIR on the morning of the first day of the inspection. The reporting inspector will brief the team further on arrival at the school.

Inspections involve observation of teaching, including learning walks and scrutiny of pupils' work. We require schools to place a full plan of all the intended activities during the inspection week in the VIR. On the basis of the information received, the reporting inspector will plan the observations of teaching and learning, learning walks and the scrutiny of pupils' work. The sample will reflect the range of the school's work and support the investigation of emerging questions and areas of interest suggested by inspectors' initial and ongoing inspection work.

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 and the school can provide a brief position statement on its current strategic priorities and stage of development. After that, the team should discuss the strategy for the inspection, focusing initially on the emerging questions that stem from the school's self-evaluation. Inspectors will sample, test and validate the evaluations made by the school. The discussions should centre on the evidence that inspectors need to review. This will include observations, including learning walks, sampling pupils' work and interviews with pupils, staff, governors and other stakeholders.

Gathering and reviewing inspection evidence

The team will plan the inspection so that they can cover the reporting requirements within the five inspection areas and the emerging questions from the review of the pre-inspection information. The team will ensure that they have enough time to review the key evidence they need to make their judgements. The main forms of evidence are:

- samples of pupils' work
- discussions with pupils, staff, leaders, managers, governors, parents and others
- observation of teaching and other activities, including evidence gathered through learning walks
- pre-inspection questionnaire responses from pupils, parents/carers, teaching and support staff
- documentary evidence, including information on pupils' performance and progress

The team will use direct observation of pupils' work wherever possible to gather evidence to support their judgements. Inspectors may select an additional sample of pupils' work, if required, to further their investigation in a specific aspect.

Inspectors will undertake a range of activities to gather evidence for their evaluation of pupils' progress and the quality of the school's provision. This may include learning walks, where inspectors move relatively quickly through a number of classes looking at a specific aspect of the school's provision, conversations with selected pupils about their work, and discussions with individual teachers about pupils' learning in their classes and how they plan work to meet their needs. They may also undertake longer classroom observations.

The voice of learners is a key source of evidence for inspectors. Discussions with pupils will provide an opportunity to explore pupils' knowledge and understanding of their work. It will also help inspectors to gauge how well the school supports pupils and contributes to their progress and wellbeing.

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

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

Where the nominee is not the headteacher, it is important that the reporting inspector holds a brief daily meeting with the headteacher to clarify inspection issues and the broad, emerging findings of the inspection team.

Recording inspection evidence

Inspectors will use various forms to note and to collate their findings and judgements.

Wherever possible, inspectors will complete their forms electronically as part of Estyn's electronic system for collecting, collating and recording inspection findings.

Team meetings

The main purpose of team meetings is to arrive at an accurate, reliable, valid and corporate view of standards and the quality of provision and leadership. Meetings will provide opportunities for inspectors to:

- test the judgements in the school's self-evaluation
- discuss emerging issues
- resolve pre-inspection questions and issues
- identify any gaps in the evidence base
- consider main inspection findings and any recommendations

Professional dialogue

At the end of a lesson observation, inspectors should have a brief professional dialogue with the member of staff on the work seen. It may be necessary, in some cases, to conduct this discussion later during the inspection.

The main focus of the discussion should be on the pupils, the progress they make during the lesson and the standards they achieve. The inspector should stress that these are emerging, interim findings on one aspect of the evidence base and that these may be amended, on reflection, after scrutiny of pupils' work or talking to pupils or as the result of moderation within the team. Inspectors should try to focus on any strengths or areas for development in relation to the specific work seen.

Due to the sharply focused nature of learning walks, and the spread of the activity across a number of lessons/classes within a relatively short period of time, inspectors will not be in a position to offer professional dialogue to individual teachers after learning walk activity.

Formal feedback

At the end of the on-site part of the inspection, the team will provide oral feedback to leaders and managers. The school should invite the proprietor and, where appropriate, a representative from the governing body to attend the meeting. The feedback should focus on the main judgements for each of the five inspection areas and the reasons for awarding them.

The feedback meeting provides the opportunity for leaders and managers to hear 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 raised and discussed, factual matters may be corrected and judgements may be clarified, but the judgements themselves are not negotiable.

During all core inspections, the inspection team will consider whether the school needs any follow-up activity. The reporting inspector should inform the school if any follow-up activity is required.

During the inspection, the team will also consider if there is any effective practice in the school that is worthy of consideration by other schools. Where this is the case, the reporting inspector will ask the school to prepare a case study (or studies) for dissemination on Estyn's website.

All the judgements reported during an inspection are provisional and subject to moderation and validation by HMCI. They are confidential to the school staff and governors. They should not be communicated beyond this group, including via social media, until Estyn publishes the report on its website.

Complaints about the conduct of the inspection

If there are any issues about the conduct of the inspection overall or the conduct of individual inspectors, then the school, through the nominee, should raise these directly, and as soon as possible, with the reporting inspector. The school should not

wait until after the inspection, but should raise any issues during the on-site inspection. Issues often arise due to misunderstandings and these can usually be resolved quickly and satisfactorily in school close to the time when they occurred.

There is guidance for schools on Estyn's complaints handling procedures on Estyn's website.

Meeting statutory requirements

The Independent School Standards (Wales) Regulations 2003 govern the work of independent schools. The inspectorate expects schools to evaluate how effectively they meet these requirements through their own normal self-evaluation procedures. They should indicate how well they meet these requirements in their self-evaluation. Inspectors will use the self-evaluation and other information to identify how effectively a school meets its statutory requirements. Inspectors will investigate any issues during the inspection where they are likely to have a significant impact on standards and quality.

Inspectors will identify in the inspection report any failure to meet statutory requirements that affect quality and standards. Where this occurs, it may result in a judgement no higher than adequate and needs improvement for the relevant inspection area.

After the inspection

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.

When writing reports, inspectors should take account of Estyn's writing guidance, which is available on its website www.estyn.gov.wales.

We will publish reports bilingually, where schools have made this request, in line with Estyn's Welsh Language Policy.

We base the structure of the inspection report on a common inspection framework and the report will take the following form:

About the school

Summary

Compliance with the regulations for registration

Recommendations

What happens next

Main findings

1 Standards

- 2 Wellbeing and attitudes to learning
- 3 Teaching and learning experiences
- 4 Care, support and guidance
- 5 Leadership and management

The evidence base of the inspection

We will produce the report within statutory or agreed sector timescales.

The factual accuracy check

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

The focus of the factual accuracy check is on resolving any factual inaccuracies in the inspection report. It does not focus on the findings or the judgements. There is further guidance for schools on the nature and scope of the factual accuracy check on Estyn's website.

The school should raise any complaints about the conduct of the inspection during the on-site inspection. However, if the school continues to have unresolved complaints about the conduct of the inspection after the end of the on-site inspection, then it should refer to Estyn's complaints handling procedures on Estyn's website. The focus of the procedures is on the conduct of the inspection and not the findings or the judgements arrived at by the inspection team.

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
- criteria and recording systems that comply with the common inspection framework and guidance
- careful review and analysis of evidence
- unambiguous oral feedback of the team's findings and judgements for each inspection area
- clear, accurate and well-presented reports

As part of its quality assurance procedures, the inspectorate invites schools to complete a post-inspection questionnaire (PIQ). The questionnaire will be available to schools in the VIR. Schools should complete the first part of the PIQ immediately after the on-site inspection and submit it electronically to Estyn through the VIR system. Schools can complete the second part of the PIQ after the publication of the inspection report, again through the VIR system.

Schools should raise any concerns about the conduct of an inspection during the inspection as soon as possible with the reporting inspector.

The reporting inspector will carry out the quality assurance of the inspection in the first instance. The inspectorate will quality assure a sample of inspections on-site and will assure the quality of all inspection reports before their publication on Estyn's website. Estyn's arrangements for assuring the quality of inspections and the arrangements for dealing with complaints are available on the inspectorate's website www.estyn.gov.wales.

Part 2: Inspection areas and reporting requirements

The guidance that follows sets out how inspectors should approach the various sections of the inspection report and what they need to consider when evaluating the five inspection areas of the common inspection framework.

The Common Inspection Framework

The five inspection areas of the common inspection framework are set out below.

Each inspection area contains reporting requirements. These are the aspects that the inspection team must cover when reporting on each school.

The Common Inspection Framework

1 – Standards

- 1.1 Standards and progress overall
- 1.2 Standards and progress of specific groups
- 1.3 Standards and progress in skills

2 – Wellbeing and attitudes to learning

- 2.1 Wellbeing
- 2.2 Attitudes to learning

3 – Teaching and learning experiences

- 3.1 Quality of teaching
- 3.2 The breadth, balance and appropriateness of the curriculum
- 3.3 Provision for skills

4 – Care, support and guidance

- 4.1 Tracking, monitoring and the provision of learning support
- 4.2 Personal development
- 4.3 Safeguarding

5 – Leadership and management

- 5.1 Quality and effectiveness of leaders and managers
- 5.2 Self-evaluation processes and improvement planning
- 5.3 Professional learning
- 5.4 Use of resources

Making judgements

The inspection team will award each inspection area a judgement using the four-point scale below.

Excellent – Very strong, sustained performance and practice

Good – Strong features, although minor aspects may require improvement

Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement

Unsatisfactory and needs urgent improvement – Important weaknesses outweigh strengths

Inspectors will arrive at their judgements by considering and weighing the importance of the strengths and weaknesses in each inspection area. The report on each inspection area will reflect and support the relevant judgement.

Weaknesses become important where they have a significant impact on standards and/or wellbeing. Strengths are often present where there are important aspects that require improvement. However, where there are important aspects that require improvement then the appropriate judgement will normally be 'Adequate and needs improvement' or 'Unsatisfactory and needs urgent improvement'.

Inspectors will always include clear evaluations in relation to the reporting requirements in each inspection area. They will also consider all aspects of these reporting requirements as set out in the inspection guidance handbook. However, what inspectors report on within each reporting requirement may differ depending on the relative significance of what they find in each school. Inspectors may report 'by exception'. This means that they may report on some aspects only where there are particular strengths or significant weaknesses.

About the school

This section of the report should be brief and contain factual background information about the school. The section should not contain any evaluation of the school or its provision. The reporting inspector normally agrees the content of this section with the school during the inspection and during the school's factual check of the draft report prior to publication. 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 will contain brief information on:

- the size, nature and location of the school, including the proprietor status of the school such as administration group and/or charitable trust
- the background and circumstances of the pupils
- the linguistic background of the pupils
- any important changes since the last inspection
- any other relevant factors, such as the proportion of pupils with special educational needs

- the date of appointment of the headteacher
- the month/year of the school's previous inspection

Summary

This section of the report will contain a short summary statement (usually 100-200 words) on the inspection findings.

The summary should report on the key strengths and any important aspects or weaknesses that require improvement. It should be consistent with the findings in the body of the report. It should not contain one overarching judgement on the school as a whole.

Compliance with the regulations for registration

In this section of the report, inspectors will include an overview of the extent to which the school meets the regulatory requirements for each of the numbered Registration Standards. Inspectors will specify in the report if one or more regulatory requirements is not met.

Recommendations

The recommendations should give the school a clear and specific indication of the areas for improvement that it will need to address. Inspectors should write the recommendations in order of priority. The recommendations should arise from the main judgements in the inspection areas and should provide a clear and practicable basis on which the school can move forward.

What happens next?

This section of the report will set out what the school needs to do following the inspection. In all cases, the school will need to respond to the recommendations by putting in place the actions required to make the improvements identified by the inspection team. The report will also indicate whether Estyn has asked the school to provide a case study in relation to any aspect(s) of its work. The report will state whether the school requires any level of follow-up activity by Estyn.

Inspection areas

For each inspection area, there is guidance on what it covers and the considerations that inspectors need to keep in mind when evaluating it.

Within each inspection area, the reporting inspector may report on the aspects in the order they appear in the handbook or they may choose to sequence the aspects differently in order to reflect their findings. For example, in Inspection Area 1 - Standards, they may begin with standards and progress in skills, then specific groups and standards, and progress overall at the end. In Inspection Area 3 - Teaching and learning experiences, they may begin with the curriculum and then teaching if this makes the findings of the team clearer.

The report on each inspection area should normally be around 250-700 words.

There is supplementary guidance on the inspection of various aspects of the work of schools on Estyn's website: www.estyn.gov.wales/inspection/supplementary-guidance.

1 Standards

1.1 Standards and progress overall

Inspectors should evaluate the standards reached by pupils overall and judge whether these are appropriate to pupils' ages and abilities. Inspectors should consider pupils' progress, especially their progress since starting school, from one phase to another, and during the school year.

Inspectors should base their evaluations of pupils' achievement and progress on the outcomes of lesson observations, learning walks, scrutiny of pupils' work and discussions with pupils. Inspectors should evaluate how well pupils recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills, and apply these to new situations.

Inspectors should consider all relevant performance information. They should consider how well the school is doing overall and the general trend in its performance, especially in relation to the standards achieved, and progress made, by individual and groups of pupils. Inspectors should look at the school's analysis of performance data covering a period of time, normally over at least the last three years, to identify trends in performance. Inspectors should consider the performance data in the light of their own evidence from lesson observations, discussions with pupils and scrutiny of written and practical work.

While inspectors should consider a wide range of information on pupils' standards and progress, they should normally only report on performance data where the outcomes are both collected nationally and externally verified.

Inspectors should be aware that it will not always be possible or appropriate to compare results of attainment for pupils in schools that educate pupils with significant special educational needs with those of other schools. However, it is important to form a view on how far pupils fulfil their potential. Inspectors should consider the achievements and attainments of pupils against baseline information.

In these schools, inspectors should consider whether pupils are making as much progress as they could, given their starting-points and their age and ability. For example, inspectors should consider how well pupils with more developed skills achieve and the extent to which the work they undertake stretches them fully to achieve as well as they could.

Judgements about achievement for pupils with special educational needs (SEN) should take account of their achievements in relation to agreed learning goals. Inspectors should consider evidence in pupils' individual education plans (IEPs) when making a judgement on the rate of progress that pupils make.

Where appropriate, inspectors will consider the number and range of accredited qualifications that learners achieve, and whether these are in line with their ability.

Inspectors should consider whether pupils in these schools move on to courses, training, employment or specialist provision that are appropriate for their ability, interests and previous performance. In particular, at the end of key stage 4, they may consider the destinations of all pupils and not just those that stay on into post-16 provision at the school. They should consider the proportion of school leavers not in employment or who are not engaged in education and training (NEETs).

1.2 Standards and progress of specific groups

Inspectors should evaluate the progress of particular groups of pupils, for example pupils eligible for free school meals, boys and girls, pupils with English as an additional language (EAL) and those from minority ethnic groups.

For pupils with special educational needs, judgements about achievement should take account of information about their individual needs and abilities. Inspectors should consider the rate of progress these pupils make in relation to their individual targets and starting points. Inspectors should also look at the progress of pupils with relatively weak skills who do not receive support for special educational needs.

In schools that educate pupils with significant special educational needs, it may be appropriate to report on differences between the progress of pupils with different types of special educational needs, for example autistic spectrum disorder (ASD) and profound and multiple learning difficulties (PMLD). This should only be if there is a significant difference between the progress of the two groups.

Inspectors should consider whether specific groups of pupils are making as much progress as they could in relation to their starting-points and their age and ability. For example, inspectors should consider how well pupils with more developed skills achieve and the extent to which the work they undertake stretches them fully to achieve as well as they could.

1.3 Standards and progress in skills

Inspectors should evaluate to what extent pupils develop the skills required to access the whole curriculum and to learn effectively.

Inspectors should report clearly on pupils' standards in each of the skills of speaking and listening, reading and writing, numeracy and ICT. When inspecting skills, the focus should be on whether pupils have the required skills in literacy, numeracy and ICT and on how well they use these skills appropriately in their work across the curriculum.

Inspectors should judge standards in skills based on first-hand evidence, for example from observations of pupils in lessons, learning walks, scrutiny of pupils' work and discussions with pupils. Careful observation of pupils in lessons and talking to pupils will provide evidence of their speaking and listening skills, their numeracy skills and their ability to think. Scrutiny of work will provide evidence on how well pupils can write clearly and read for understanding, how well they can use their numeracy skills at appropriate levels in a range of subjects and whether they are acquiring a useful range of skills and knowledge in ICT.

Inspectors should consider the extent to which the level of pupils' communication and higher-order thinking skills support or hinder their progress in classroom interaction with teachers and with other pupils. They should consider how well pupils develop their creativity and their physical skills, for example for younger pupils through play and active learning in the classroom and outdoors, and how enterprising they are.

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 that it serves.

There are several factors to consider:

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

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

In schools that educate pupils with significant special educational needs, inspectors should evaluate the extent to which pupils develop their fine and gross motor skills, their mobility and their independent living skills. They should evaluate how effectively pupils develop their social skills, including their ability to relate to other pupils, staff and visitors to the school. They should evaluate the extent to which pupils develop the skills they need to prepare them for future life.

2 Wellbeing and attitudes to learning

2.1 Wellbeing

Inspectors should consider the extent to which pupils feel safe and secure, and free from physical and verbal abuse. They should consider how well they are becoming healthy, confident individuals and understand, for example, how to make healthy choices relating to diet, physical activity and emotional wellbeing, including how to keep themselves safe online. They should consider how well pupils use this understanding in their own lives in school and respond positively to opportunities to undertake physical activity, for example during lessons, at break and lunchtime and through after-school clubs and activities.

Inspectors should consider the responses to the pre-inspection questionnaires from learners, parents and staff carefully in relation to pupils' behaviour and develop appropriate emerging questions, where appropriate. Inspectors should consider evidence from observations of pupils interacting in classes, at break and lunchtime and around the school, as well as evidence from discussions with individuals and groups.

Inspectors should consider the extent to which pupils, including those with special educational needs, are ready to take on leadership roles and responsibilities and to play a full part in the life and work of the school, for example as members of the school council, playground buddies and digital leaders. They should consider how well all pupils show confidence and resilience in their lives, for example in the way they interact with new people and with adults.

Inspectors should consider how well pupils are developing as ethical, informed citizens, for example through their awareness of fairness, equality, tolerance, sustainability and children's rights.

2.2 Attitudes to learning

Inspectors should evaluate to what extent pupils are developing the key attitudes and behaviours that will help them to learn throughout their lives.

Inspectors should evaluate the extent to which pupils are ambitious, confident, capable and independent learners. They should look at how well pupils engage with new, unfamiliar experiences and ideas. They should judge pupils' interest in their work, their ability to sustain concentration and to avoid distractions. They should consider how readily pupils engage in tasks and bring them to completion. They should evaluate how well pupils persevere and remain purposeful when they face difficulties or seek other solutions when their first approach to a problem is unsuccessful. Inspectors should consider to what extent pupils are developing their employability skills as they move through the school.

Inspectors should consider to what extent pupils are ready to learn at the start of lessons and whether they move easily between different lessons and activities. They should look at how well pupils are able to work in a range of ways, for example independently, in small groups and in whole-class settings. Inspectors should consider how well pupils demonstrate respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them.

Inspectors should consider the extent to which pupils demonstrate good behaviour in lessons and around the school. They should look at how well pupils move between activities and classes and how well they behave during activities such as whole-school assemblies. They should observe whether pupils are considerate and relate well to each other and adults. Inspectors should consider how well pupils behave at lunchtime and playtimes.

When evaluating participation and enjoyment in learning, inspectors should consider the evidence from classes, scrutiny of pupils' work, interviews with pupils, observation of their engagement in lunchtime and after-school clubs and activities and the behaviour of pupils in lessons and around the school.

When evaluating attendance as evidence of pupils' participation and engagement in learning, inspectors should report by exception, i.e. where there is a clear trend of weak or very strong attendance or where it has significantly improved. Inspectors should consider the trends in the overall school attendance rate and the most up-to-date information available, including any notable variations between particular groups

of pupils and others. They should compare attendance rates with national figures and those of similar schools. However, inspectors should also consider significant mitigating factors, where there is robust evidence to support them. For example, in relation to schools that educate pupils with significant special educational needs, it might be appropriate to consider pupils' attendance at health clinics or hospital appointments. In these schools, inspectors should consider the extent to which pupils with a history of poor attendance in their current or previous school demonstrate improved attendance.

3 Teaching and learning experiences

3.1 Quality of teaching

The evaluation of teaching does not necessarily have to be the first section of the inspection area as inspectors may begin with the quality of learning experiences or the provision for skills if this makes their findings clearer.

When evaluating teaching, inspectors should note that there is no fixed template that teachers should follow, and teachers may use a range of different approaches over time. The key consideration is whether the teaching is successful in engaging pupils' interest and how well it develops their skills, knowledge and understanding to an appropriately high level as they move through the school.

Inspectors should evaluate the extent to which teachers have high expectations of all pupils. They should consider the quality of teachers' planning and how well their planning benefits from purposeful schemes of work. They should consider the extent to which teachers have clear objectives for pupils' learning and use a range of approaches and resources to engage their interest and to challenge all groups of pupils, including those with special educational needs, to achieve as well as they can. They should consider the extent to which they make their classes stimulating and engaging places in which all groups of pupils, including the most and least able, can learn productively.

Inspectors should judge how well teachers use various questioning techniques to draw out and further develop pupils' responses and to gauge their understanding. They should consider the clarity of teachers' instructions and explanations and how well the pupils develop their skills, knowledge and understanding as a result. They should evaluate how well the teachers manage pupils' behaviour and whether they treat all pupils equally and with appropriate respect. Inspectors should judge how successfully teachers use other staff to support pupils' learning.

The focus on assessment in this inspection area is predominantly on classroom practice.

Inspectors should evaluate how well the oral and written feedback from teachers helps pupils to know how well they are doing and what they need to do to improve. They should consider how well teachers gauge pupils' understanding through skilful questioning and monitoring of pupils' learning. They should consider how well teachers provide purposeful opportunities for pupils to assess their own performance and that of other pupils, where appropriate. Inspectors should evaluate the extent to which teachers analyse the outcomes of their assessment of

pupils to inform their future planning of lessons and the next steps in pupils' learning. They should consider how well teachers ensure that their assessments are valid, accurate and reliable.

In coming to evaluations on teaching, inspectors should use the full range of evidence available to them. This is likely to include evidence from pupils' work, schemes of work, assessment records, information on pupils' progress, discussions with pupils and staff as well as lesson observations and learning walks undertaken by members of the inspection team. Inspectors should not allocate a judgement to an individual lesson or teacher, but should report on the strengths and weaknesses in the quality of teaching across the school.

3.2 The breadth, balance and appropriateness of the curriculum

The Independent School 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
- 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, has a programme of activities which is appropriate to their needs
- 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 in faith schools.

Inspectors should evaluate the extent to which learning experiences across the school stimulate and challenge the full range of pupils so that they engage fully in their learning and make the best possible progress.

Inspectors should consider the school's strategic approach to planning the curriculum and the extent to which it helps pupils to become ambitious, confident, aspirational and well-informed individuals.

Inspectors should approach innovation and flexibility of approach in a positive way when schools have tried to be creative and imaginative in taking forward well-considered curricular initiatives for the benefit of pupils.

Inspectors should evaluate how well the curriculum builds systematically on pupils' existing knowledge, understanding and skills as they move through the school. They should consider to what extent the school provides pupils with a suitably wide range of experiences to develop their interest and skills across a range of subjects and areas of learning.

Inspectors should consider teachers' planning, schemes of work, pupils' work and observation of work in classes in coming to a view on the quality of the learning experiences provided. They should consider how well the learning experiences meet the needs of all pupils no matter what specific models of delivery they choose to organise and deliver the curriculum.

Inspectors should evaluate how well the school's curriculum provides for specific groups of pupils, especially those with advanced skills and understanding, those with special educational needs and pupils with English as an additional language. In Welsh-medium or bilingual schools, this might include provision for pupils with little prior knowledge of the Welsh language.

Inspectors should consider the extent to which teachers and learning support staff take full account of individual pupils' learning needs in the planning of the curriculum and in the delivery of individual lessons and sequences of lessons. Inspectors should identify where pupils have learning targets and consider how well teachers and other staff take note of these and provide a suitable programme of work to help pupils to meet them. Inspectors should consider the effectiveness of any support provided for pupils within the classroom or in withdrawal groups to develop their skills.

Inspectors should examine arrangements for grouping pupils through setting or mixed-ability grouping and consider whether the arrangements have a positive impact on the pupils' learning and experiences.

Inspectors should consider the ways in which the school develops a curriculum that fully reflects the nature of the school's context, including designing learning activities that reflect the cultural, linguistic and ethnic diversity of Wales, the school's local area and, where appropriate, its international or faith-based status.

In schools with pupils up to and including Year 2, inspectors should consider how well staff plan for pupils to use the outdoors in the development of their learning and skills.

Inspectors should consider the nature and extent of learning outside the classroom that links directly to the planned curriculum, for example to support the development of pupils' understanding of a specific topic, subject or learning area. Many independent schools plan after-school activities as part of their curriculum planning and inspectors will consider the contribution these activities make to the overall curriculum. Inspectors should consider how well the school provides lunchtime and after-school opportunities or puts on assemblies, performances or eisteddfodau to encourage pupils to participate in the arts and in sport and recreation.

3.3 Provision for skills

As independent schools are not required to plan for the LNF or DCF, inspectors should focus on whether the opportunities provided for pupils to develop their skills are at an appropriate level in lessons across the curriculum.

Inspectors should evaluate the extent to which the curriculum arrangements ensure that pupils acquire the necessary skills in literacy, numeracy and ICT (where applicable) to support their work across the curriculum. The breadth of pupils' experiences across the curriculum should also provide purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy, numeracy and ICT (where applicable). They should look at the evidence in pupils' books, online folders and in classes to consider the extent to which the planning is helping to deliver purposeful opportunities for pupils to develop their skills across the curriculum.

In schools that educate pupils with significant special educational needs, inspectors should evaluate the extent to which the school enables pupils to develop their fine and gross motor skills, their mobility and their independent living skills. They should evaluate the extent to which the school enables them to develop the skills they need for future life.

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
- the school's success in encouraging the take up of appropriate qualifications in Welsh

4 Care, support and guidance

4.1 Tracking, monitoring and the provision of learning support

Inspectors should consider how well the school tracks and monitors pupils' progress and wellbeing, including attendance and behaviour, as they move through the school. Inspectors should consider how well the school uses this information to consider the progress and development of specific groups, for example those pupils whose circumstances may make them vulnerable to underachievement or those who are

more able. They will need to consider how well the school identifies relevant issues and responds appropriately to the outcomes of tracking and monitoring, for example through the provision of appropriate support and challenge, the use of intervention strategies and the mentoring or coaching of individuals or groups. Inspectors should consider how well the school tracks the progress of pupils with special educational needs in relation to the targets in their individual plans, and their progress from their individual starting points. Inspectors should also consider how well the school uses partnerships with others, for example other schools or agencies, to provide effective support for learners.

Inspectors should consider how well the school supports pupils with emotional, health and social needs so that they can engage positively with the school and benefit from the opportunities that it offers.

Inspectors should consider how well the school establishes productive relationships with parents and has effective lines of communication with them so that parents can support their children well and raise any issues that may affect their child's learning and wellbeing. Inspectors should consider the extent to which the school is actively helping to develop parents' capacity to support their own children. For example, the school may provide information on the curriculum, guidance on the benefits of regular pupil attendance, workshops for parents on how to help their child to develop their reading skills and support for families of pupils with special educational needs.

Inspectors should consider a sample of reports to parents or carers to check that they give parents appropriate information on their child's progress and how their child can make further progress in the future.

Where independent schools that do not have formal 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 Government has given consent, as required by section 347 of the Education Act (1996), for the pupil's placement in the school.

4.2 Personal development (including spiritual, moral, social and cultural development)

Inspectors should evaluate how well the school's provision helps pupils to develop skills, knowledge and understanding to make healthy lifestyle choices, for example in relation to healthy eating and drinking, substance misuse, sex and relationships, online safety and so on. Inspectors should consider how successfully the school's provision helps pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing.

Inspectors should evaluate the extent to which the school's provision helps pupils, including those from different groups, to take on responsibilities and to play a full part in the school and wider community.

Inspectors should consider how well the school's provision prepares pupils, including those with special educational needs, to become active citizens, for example by making decisions about the life and work of the school. They should consider how well the school's arrangements help pupils to participate in decision-making at a school level, including the opportunities they have to influence what and how they learn, and the effectiveness of pupil groups such as the school council or a charity

committee. Inspectors should evaluate how well the school's provision helps pupils to develop an understanding of their culture, the local community and the wider world.

Inspectors should evaluate how well the schools' personal and social education programme supports the development of the social and emotional skills of all pupils, including those from disadvantaged backgrounds. Inspectors should consider how well the school helps to prepare young people for the opportunities, responsibilities and experiences of adult life, including education about careers and the world of work and the importance of regular attendance.

Inspectors should consider the effectiveness of impartial guidance and advice provided to learners, for example relating to future career choices. They should consider the overall coherence and effectiveness of the provision for personal and specialist support, including the availability of services from specialist agencies, especially for learners who face considerable barriers to learning.

Inspectors should look at how well the school helps pupils to understand issues relating to equality and diversity, and develops the values of tolerance and respect. They should consider how well the school develops pupils' knowledge and understanding of harassment, discrimination, identity-based bullying and extremism. They should also consider how well the school responds to and manages any incidents relating to bullying, harassment and discrimination. They should consider how well the school's arrangements foster a positive approach to managing pupils' behaviour and an anti-bullying culture. They should consider the extent to which the school's provision challenges stereotypes in pupils' attitudes, choices and expectations, and how well it promotes human rights.

Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how well the school develops pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others both locally and as members of a diverse global world.

4.3 Safeguarding

Inspectors will report on whether the school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Where arrangements are a serious cause for concern, inspectors should include a recommendation in the report and Estyn will send a wellbeing letter to the school asking them to outline how they will address the shortcoming(s).

Inspectors should evaluate to what extent the school's safeguarding arrangements ensure that all children are protected. Arrangements should include the identification of children in need or at risk of significant harm, safe recruitment practices and having appropriate arrangements for child protection referrals. Inspectors should also consider how well the school promotes safe practices and a culture of safety.

The Welsh Government has issued specific statutory requirements and guidance about these safeguarding matters and providers should have in place policies and procedures that comply with them.

Inspectors should consider the school's provision for child protection. They will look at how effective its arrangements are for preventing and addressing bullying, harassment and discrimination. Inspectors should consider how the school keeps pupils safe from the dangers of radicalisation.

Inspectors should consider whether the school has robust procedures for checking the suitability of staff and others who are in contact with children, and that the school maintains a record of these checks. Inspectors should check that all staff know what to do to respond to child protection issues and that the designated lead officer, and lead governor and other staff where appropriate, have received relevant safeguarding training. Inspectors should check whether the school has appropriate policies, procedures and reporting arrangements in relation to physical interventions and withdrawal. Inspectors will examine any areas used for withdrawal.

Inspectors should report on obvious breaches of health and safety or safeguarding legislation, particularly in regard to the Independent School Standards (Wales) Regulations 2003 under this inspection aspect. In considering safeguarding matters, inspectors should also take into account the security of the school buildings and site.

Where there is residential or boarding provision, the Care Inspectorate Wales (CIW) 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 CIW, in accordance with the protocol, to ensure that these aspects of provision are inspected and reported. They should also comment on the general quality of the residential or boarding experience and the contribution it makes to pupils' educational experience.

5 Leadership and management

5.1 Quality and effectiveness of leaders and managers

Inspectors should evaluate the extent to which leaders and managers have established and communicated a clear vision and appropriate aims, strategic objectives, plans and policies that focus on meeting pupils' needs.

Inspectors should reflect on how well leaders and managers at all levels set high expectations for staff, pupils and themselves. They should consider how well they develop an effective, engaged team of teachers and support staff. They should consider to what extent leaders and managers model and promote professional values and behaviours that contribute positively to school improvement and effective collaboration between staff and with other providers. They should consider how well staff at all levels understand and discharge their roles and responsibilities and how

well they collaborate in driving forward strategic priorities and school improvement.

Inspectors should consider a wide range of evidence when evaluating the quality of leadership and management, for example minutes from a range of recent meetings, interviews with staff, improvement action plans and reports on their implementation, recent self-evaluation from leaders and managers and the analysis of information on pupil performance.

Inspectors should look at the extent to which leaders and managers sustain high quality or improve weak aspects of provision. They should consider how well leaders and managers prevent problems from occurring in the first place and how quickly they bring about any remedial actions.

Inspectors should consider how well leaders have established a clear, strategic rationale for the curriculum in terms of its benefits for pupils in preparing them to learn throughout their lives and to play a full part in society. They should evaluate how successful leaders and managers are in ensuring the school complies with the Independent School Standards (Wales) Regulations 2003.

Inspectors should consider how well leaders and managers share positive features of provision with staff in the school and, where appropriate, collaborate with other schools within or beyond the sector to achieve improvements in the education system locally, regionally and nationally. Inspectors should focus on how well the school uses strategic partnerships and collaboration with other agencies to help to build its capacity for continuous improvement.

Inspectors should evaluate how well the proprietor and/or other supervisory boards understand and discharge their roles and responsibilities. They should consider how well the proprietor and/or other supervisory boards know the school's strengths and areas for development and the degree to which they have participated in setting the school's strategic priorities. They should consider whether there is an appropriate balance between support and challenge in the way the proprietor and/or other supervisory boards discharges its role as a 'critical friend'.

Inspectors should judge how well the governing body fulfils its statutory obligations and takes full account of relevant legislation and guidance, including in relation to how it manages complaints and appeals from parents.

5.2 Self-evaluation processes and improvement planning

Inspectors should evaluate how accurately leaders and managers know the school's strengths and weaknesses. They should consider how well leaders and managers gather and analyse first-hand evidence of standards and provision, including teaching. They should consider how well the school involves a wide range of partners, including pupils and parents, in identifying its strengths and weaknesses.

Inspectors should consider the impact of improvement planning processes and how well identified priorities for improvement link to the outcomes of the school's self-evaluation procedures. Inspectors should consider how well leaders and managers support priorities through the appropriate allocation of resources. They should evaluate the extent to which leaders and managers define relevant and

measurable actions for improvement. They should consider how well leaders plan specific, realistic timescales and allocate appropriate responsibility for securing improvement to members of staff.

Inspectors should investigate the school's track-record in making improvements and the extent to which they have led to a positive impact on pupils' learning and wellbeing, for example through improvements to the quality of teaching. Where appropriate, inspectors should consider how well the school has responded to recommendations from previous Estyn inspections or from strategic partners and whether the school's actions have led to improvements.

5.3 Professional learning

Inspectors should evaluate to what extent leaders have created the culture and ethos to support the professional learning of all staff, including the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills. They should consider the extent to which staff participate effectively in professional learning experiences, appraisal and performance management. Inspectors should evaluate the impact of leaders in the way they manage the performance of staff in order to help staff to improve their practice. They should also judge whether leaders and managers address issues of underperformance robustly and directly, where necessary.

They should consider professional learning undertaken by staff and its impact on pupils' learning and their own practice. They should explore the extent to which staff have shared professional learning outcomes with other staff. They should look at how well leaders have identified good practice within the school and ensured that other staff may benefit from it. They should also consider how well staff work with other schools, relevant organisations and providers of professional learning to share and to develop their professional practice.

5.4 Use of resources

Inspectors should consider how well the school uses its resources efficiently and proportionately. They should consider the extent to which the school's spending decisions and broad financial planning link appropriately to its strategic priorities and its improvement planning. In relation to spending decisions, inspectors should consider how well the school balances its short-term needs alongside the long-term needs of pupils.

Inspectors 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.

Inspectors should consider whether there is an appropriate level of staffing and learning resources to deliver the planned curriculum effectively.

Inspectors should consider whether the school uses its indoor and outdoor environment effectively and efficiently. They should consider how well the learning environment supports or detracts from teaching and learning of high quality and how well it maximises the physical and mental wellbeing of pupils.

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

The evidence base of the inspection

The report will contain a brief overview of the evidence base of the inspection. In this section, reporting inspectors will summarise the activities undertaken by members of the inspection team and the sources of evidence that they considered before, during and after the inspection to ensure that the findings of the inspection are valid, accurate and reliable.

Thematic focus

Estyn may choose a small number of additional themes to focus on each year. The themes chosen will help Estyn to gather information on specific aspects of education and training in Wales. Estyn will use the information to complement its remit work and to inform the findings of the Chief Inspector's Annual Report.

Where there is an additional theme, the inspection team will focus on only one additional theme on each inspection. There will be no separate section of the report or a separate judgement on the additional theme in the published report.

The inspection team may approach the gathering of evidence for the additional theme in a variety of ways, depending on the theme chosen. It may involve a questionnaire or an interview with a specific member of staff or scrutiny of documentation or pupils' work, or a combination of approaches. The aim is to make the gathering of evidence as proportionate and as manageable as possible for the school and the inspection team.

Annex 1: 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 school 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:	
1-2a	3.2;	Evaluation under IA3
1-2b	3.2;	Evaluation under IA3
1-2c	1.3; 3.3	Evaluation under IA3
1-2d	3.1; 3.2; 3.3;	Evaluation under IA3

Guidance handbook for the inspection of independent schools

Independent school standards	Evaluations in independent school inspection guidance	Method of report
1-2e where a pupil has a statement, education, which fulfils its requirements;	1.2; 3.2; 4.1	Evaluation under IA4
1-2f personal, social and health education, which reflects the school's aims and ethos;	4.2;	Evaluation under IA4
1-2g appropriate careers guidance for pupils receiving secondary education;	3.2; 4.2;	Evaluation under IA4
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; 1.3; 3.2; 3.3;	Evaluation under IA3
1-2i the opportunity for all pupils to learn and make progress; and	1.1; 1.2; 1.3; 3.2; 3.3;	Evaluation under IA1
1-2j appropriate preparation of pupils for the opportunities, responsibilities and experiences of adult life.	1.1; 1.3; 2.1; 2.2;	Evaluation under IA1
1-3 The teaching at the school must:		
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; 3.1;	Evaluation under IA3
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;	1.1; 1.3; 3.1;	Evaluation under IA3
1-3c involve well-planned lessons, effective teaching methods, suitable activities and wise management of class time;	3.1;	Evaluation under IA3
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;	3.1; 4.1;	Evaluation under IA3
1-3e demonstrate appropriate knowledge and understanding of the subject being taught;	3.1; 5.3;	Evaluation under IA3
1-3f utilise effectively classroom resources of an adequate quality, quantity and range;	3.1;	Evaluation under IA3
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	3.1; 4.1;	Evaluation under IA3
1-3h encourage pupils to behave responsibly.	2.1; 2.2; 3.1; 4.1; 4.2;	Evaluation under IA3
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.	3.1; 4.1;	Evaluation under IA3
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; 1.2; 1.3; 3.1; 3.2; 3.3	Evaluation under IA1

Independent school standards	Evaluations in independent school inspection guidance	Method of report
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;	2.1; 2.2; 4.2;	Evaluation under IA2
2b enable pupils to distinguish right from wrong and to respect the law	2.1; 2.2; 4.2;	Evaluation under IA2
2c encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;	2.1; 2.2; 3.2; 4.2; 4.3	Evaluation under IA4
2d provide pupils with a broad general knowledge of public institutions and services;	3.2; 4.2;	Evaluation under IA4
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.	3.2; 4.2;	Evaluation under IA4
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' and 'Respecting Others: Anti-bullying Overview Guidance' document: 050/2011	2.1; 2.2; 4.2; 4.3;	Evaluation under IA4
3-2b safeguard and promote the welfare of children who are pupils at the school, which should have regard to Circular 158/2015 - Keeping Learners Safe: the role of local authorities and governing bodies under the Education Act 2002; See also - Welsh Government Circular 009/2014 – Safeguarding Children in Education: Handling Allegations of abuse against teachers and other members of staff	2.1; 4.2; 4.3	Evaluation under IA4
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' 2008 – this document incorporates and supersedes previous National Assembly circular 2/99 "Health and Safety of Pupils on Educational Visits A Good Practice Guide"; and	4.3;	Evaluation under IA4
3-2d promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour.	2.1; 4.2; 4.3;	Evaluation under IA4
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.	4.2; 4.3;	Evaluation under IA4 In conjunction with CIW

Independent school standards	Evaluations in independent school inspection guidance	Method of report
3-4 The school must have regard to any National Assembly guidance on health and safety responsibilities and powers of schools.	4.3; 5.1	Evaluation under IA4
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.	4.3;	Evaluation under IA4
3-6 The school must have and implement effectively a satisfactory written policy on First Aid.	4.3;	Evaluation under IA4
3-7 School staff must be deployed to ensure the proper and effective supervision of pupils.	4.3;	Evaluation under IA4
3-8 The school must keep a written record of the sanctions imposed upon pupils for serious disciplinary offences.	2.1; 4.2; 4.3	Evaluation under IA4
3-9 The school must maintain an admission register and an attendance register in accordance with the Education (Pupil Registration) Regulations 2010.	4.2; 4.3;	Evaluation under IA4
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;	4.3;	Evaluation under IA4
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;	4.3;	Evaluation under IA4
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;	4.3;	Evaluation under IA4

Independent school standards	Evaluations in independent school inspection guidance	Method of report
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;	4.3;	Evaluation under IA4
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; See also Circular 158/2015 - Keeping Learners Safe: the role of local authorities and governing bodies under the Education Act 2002;	4.3;	Evaluation under IA4
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 2003 or where applicable Standard 27 of the National Minimum Standards for Residential Special Schools 2003;	4.3;	Evaluation under IA4 In conjunction with CIW
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	4.3;	Evaluation under IA4
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). See also Circular 158/2015 - Keeping Learners Safe: the role of local authorities and governing bodies under the Education Act 2002;	4.3;	Evaluation under IA4
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;	5.1; 5.4;	Evaluation under IA5
5b there is an adequate drainage system for hygienic purposes and the disposal of waste water and surface water;	5.1; 5.4;	Evaluation under IA5
5c each load bearing structure is satisfactory and in accordance with the 1999 Regulations;	5.1; 5.4;	Evaluation under IA5

Guidance handbook for the inspection of independent schools

Independent school standards	Evaluations in independent school inspection guidance	Method of report
5d the school has adequate security arrangements for the grounds and buildings;	4.3; 5.1; 5.4;	Evaluation under IA4
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;	4.3; 5.1; 5.4;	Evaluation under IA4
5f the school buildings provide reasonable resistance to penetration by rain, snow, wind and moisture from the ground;	5.1; 5.4;	Evaluation under IA5
5g there is sufficient access so that emergency evacuations can be accomplished safely for all pupils, particularly those with special needs;	4.3; 5.1; 5.4;	Evaluation under IA5
5h access to the school allows all pupils, including those with special needs, to enter and leave the school in safety and comfort;	4.3; 5.1; 5.4;	Evaluation under IA5
5i the premises have not been condemned by the Environmental Health Authority;	4.3; 5.1; 5.4;	Evaluation under IA5
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;	4.3; 5.1; 5.4;	Evaluation under IA5
5k there are sufficient washrooms for staff and pupils, including facilities for pupils with special needs, taking account of the 1999 Regulations;	5.1; 5.4;	Evaluation under IA5
5l there are appropriate facilities for pupils who are ill in accordance with the 1999 Regulations;	4.3; 5.1; 5.4;	Evaluation under IA5
5m where food and drink is served, there are adequate facilities for its hygienic preparation, serving and consumption;	4.3; 5.1; 5.4;	Evaluation under IA5
5n classrooms and other parts of the school are maintained in a tidy, clean and hygienic state;	4.3; 5.1; 5.4;	Evaluation under IA5
5o sound insulation and acoustics allow effective teaching and communication;	5.1; 5.4;	Evaluation under IA5
5p lighting, heating and ventilation in classrooms and other parts of the school are satisfactory in accordance with the 1999 Regulations;	5.1; 5.4;	Evaluation under IA5
5q there is a satisfactory and adequate maintenance of decoration;	5.1; 5.4;	Evaluation under IA5
5r the furniture and fittings are appropriately designed for the age and needs (including any special needs) of all pupils registered at the school;	5.1; 5.4;	Evaluation under IA5
5s there is appropriate flooring in good condition;	5.1; 5.4;	Evaluation under IA5
5t there are appropriate arrangements for providing outside space for pupils to play safely;	4.3; 5.1; 5.4;	Evaluation under IA5
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	4.3;	Evaluation under IA5 In conjunction with CIW

Independent school standards	Evaluations in independent school inspection guidance	Method of report
5v the premises comply with the requirements of the Disability Discrimination (Prescribed Periods for Accessibility, Strategies, and Plans for Schools (Wales) Regulations 2003. See also Part 6, Section 88, Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act 2010	3.2; 4.1; 5.1; 5.4;	Evaluation under IA5
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;	5.1;	Evaluation under IA5
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;	5.1;	Evaluation under IA5
6-2c where the school has a governing body, the full name, usual residential address and telephone number of the Chairperson of that body;	5.1;	Evaluation under IA5
6-2d a statement of the school's ethos (including any religious ethos) and aims;	5.1;	Evaluation under IA5
6-2e particulars of the school's policy on and arrangements for admissions, discipline and exclusions;	4.2; 5.1;	Evaluation under IA5
6-2f particulars of educational and welfare provision for pupils with statements and for pupils for whom English or Welsh is an additional language;	4.1; 5.1;	Evaluation under IA5
6-2g particulars of the policies (curriculum) prepared under paragraph 1(2) of this Schedule;	3.2; 3.3; 5.1;	Evaluation under IA5
6-2h particulars of the policies (prevention of bullying, safeguarding, health and safety, behaviour) prepared under paragraph 3(2) of this Schedule;	2.1; 4.2; 4.3; 5.1;	Evaluation under IA5
6-2i particulars of academic performance, including the results of any public examinations;	5.1;	Evaluation under IA5
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	5.1;	Evaluation under IA5
6-2k the number of staff employed at the school, including temporary staff, and a summary of their qualifications.	5.1; 5.4;	Evaluation under IA5

Independent school standards	Evaluations in independent school inspection guidance	Method of report
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.	5.1;	Evaluation under IA5
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.	5.1;	Evaluation under IA5
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.	4.1; 5.1;	Evaluation under IA4
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 2010.	5.1;	Evaluation under IA5
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.	5.1; 5.4;	Evaluation under IA5
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.	4.1; 5.1;	Evaluation under IA5
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.	5.1;	Evaluation under IA5
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.	5.1;	Evaluation under IA5
Complaints		
7 The manner in which the school handles complaints meets the standard if it has a complaints procedure which:		
7a is in writing;	4.3; 5.1;	Evaluation under IA5
7b is available on request to parents of pupils and of prospective pupils at the school;	4.3; 5.1;	Evaluation under IA5

Guidance handbook for the inspection of independent schools

Independent school standards	Evaluations in independent school inspection guidance	Method of report
7c sets out clear time scales for the management of a complaint;	4.3; 5.1;	Evaluation under IA5
7d provides an opportunity for a complaint to be made and considered on an informal basis;	4.3; 5.1;	Evaluation under IA5
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;	4.3; 5.1;	Evaluation under IA5
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;	4.3; 5.1;	Evaluation under IA5
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;	4.3; 5.1;	Evaluation under IA5
7h allows for the parents to attend and to be accompanied at a panel hearing if they wish;	4.3; 5.1;	Evaluation under IA5
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;	4.3; 5.1;	Evaluation under IA5
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;	4.3; 5.1;	Evaluation under IA5
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	4.3; 5.1;	Evaluation under IA5
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.	4.3; 5.1;	Evaluation under IA5 In conjunction with CIW

Inspectors will use this guidance for the inspection of independent schools, with its inspection areas and reporting requirements, which stress quality and outcomes in the education provided by independent schools. They 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. Inspectors 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 will have overall responsibility for judging whether 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 reporting inspector should provide each additional inspector with the appropriate sections of the Regulatory Checklist of the Standards Regulations for the relevant inspection areas. At the team moderation meeting, the team must reach a corporate consensus about whether the school meets all or only some of the regulations for each standard.

The reporting inspector 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, which should be recorded in the reporting judgement form, 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 e.g. [3(4)]