



The inspection of British Schools Overseas

CE inspectors' handbook

May 2017

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Issue and Revision Record

Revision	Date	Originator	Checker	Approver	Description
1	21/09/10	BRO	KLH	PJH	Handbook
2	30/09/10	BRO	KLH	PJH	Revised handbook
3	24/03/11	BRO	KLB	PJH	Revised handbook
4	19/03/15	BRO	FG	PJH	Revised handbook
5	16/04/16	DS	FG	CDH	Revised handbook
6	30.05.17	CDH	FG	SH	Revised handbook

Document reference: 381800 | 1 | 6

Information class: Standard

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Guidance

Introduction

This handbook describes the main activities undertaken during inspections of British school overseas. It sets out the evaluation criteria that inspectors use to make their judgements and on which they report. The key judgements, as set out in the common inspection framework (CIF) for inspection are:

Overall effectiveness: the quality and standards of education

Effectiveness of leadership and management

Quality of teaching, learning and assessment

Personal development, behaviour and welfare

Outcomes for pupils

Inspectors will also judge the extent to which the school meets the requirements of the Department for Education (DfE) as set out in the standards for British schools overseas. These are set out in Cambridge Education's framework.

Inspectors use a four-point scale for judgements.

- Grade 1: outstanding
- Grade 2: good
- Grade 3: satisfactory
- Grade 4: inadequate

A school's overall effectiveness judgement takes into account the four key judgements and the effectiveness of the safeguarding arrangements for pupils.

This handbook is a guide for inspectors on how to carry out school inspections. It is also available to schools and other organisations to ensure that they are informed about the process and procedures of inspection. The handbook aims to help ensure consistency in the way in which inspections are undertaken. It is important that inspectors are mindful of the context and culture of the school's setting and use professional judgement when referring to the evaluation schedule. The handbook applies to standard inspections of British schools overseas and applies for inspection from September 2017.

The inspectors

All inspectors of British schools overseas who work with Cambridge Education, an accredited inspectorate, are independent experts who have huge experience of school inspection in England, overseas or independent schools, including British schools overseas. In the main they are recruited from among current independent inspectors who are also contracted to Ofsted, independent former or retired school inspectors who worked for Ofsted's previous inspection providers or former Her Majesty's Inspectors of schools (HMI). Inspectors have a proven track record of inspecting in a variety of schools. The Cambridge Education cadre of inspectors has extensive knowledge of early years settings including nursery provision, primary and secondary phases.

Key inspection helplines

Professional lead	+44 (0)1223 463830	chris.deane-hall@camb-ed.com
Resource manager	+44 (0)1223 463957	stephen.halls@camb-ed.com
Support team helpline	+44 (0)1223 577442	events@camb-ed.com

If you do not receive a reply, then contact the support team who will give you the number of an available colleague whom you can contact immediately.

Inspection team responsibilities

All the inspectors will be expected to be familiar with analysing data and with the DfE standards for the inspection of British schools overseas:

- Part 1: The quality of education provided by the school
- Part 2: The spiritual, moral, social and cultural development of students
- Part 3: The welfare, health and safety of students
- Part 4: The suitability of the proprietor and staff
- Part 5: The premises and accommodation
- Part 6: The provision of information for parents, carers and others
- Part 7: The school's procedures for handling complaints
- Part 8: The quality of provision for boarding
- Part 9: Leadership and management of the school

Inspectors are also expected to:

- maintain clear and accurate records of evidence on evidence forms (EFs) and on the standards checklist
- write clear summaries of judgements and evidence for their aspects (as requested by the lead inspector)
- keep up to date with international best practice in education and inspection
- undertake professional development and attend training sessions as offered by Cambridge Education.

Further guidance on these expectations are given later in this document.

Lead inspectors may also be requested to mentor and assess new associate inspectors or new lead inspectors when they join inspections

Phase 1. The pre-inspection process

Stage 1. Commissioning the inspection (support staff)

The support team, led by the business development lead, is responsible for following up opportunities, confirming costs to schools and dates for the inspection, obtaining a signed contract and in consultation with the professional lead and resource manager, deploying inspectors to the inspection. Only those who meet Cambridge Education's requirements will be able to inspect British schools overseas.

The support team will also send contracts to any associate inspectors as appropriate. These will set out the number of days that can be claimed and whether expenses are payable, and if so how much.

The support team will provide the names, contact details and CVs of the team inspectors to the lead inspector (LI) at least four weeks before the start of the inspection.

Flights, accommodation and local transportation will be arranged through the support team. Inspectors should NOT book their own flights or accommodation unless they have the agreement of the business manager.

Stage 2. Preparing for the inspection (lead inspector)

The LI is responsible for contacting the school to agree the range of documents needed as soon as they have confirmation that the contract has been signed. This should be at least four weeks before the start of the inspection. If confirmation has not been received by this date the LI should contact the support team.

Contact will normally be by email but occasionally it may be necessary to telephone the school. The LI is responsible for ensuring that documents received from the school are distributed to team inspectors.

Preparing for contact with the school

LIs should print off the appropriate documents or ask the support team to do this. They may include: examination data, a previous report and any self-evaluation documentation that the school has made available. It is better to read each of these documents as a whole and to summarise the main features of each one rather than to analyse and make notes on each individual section.

It is helpful to have printed copies of the inspection documents in a well ordered and accessible file that can be taken to the school. However, this may not be practicable for all inspections where air travel is involved. This file should be available to any team inspectors at all times during the inspection and to either the HMI or the Cambridge Education QA, if required. It would be helpful to remind the principal / headteacher

during this conversation that, given the short time in school, it may not be possible to observe all teachers and they should be briefed about this.

Any email correspondence with the school must be included in the evidence base for the inspection. Where there has been a phone call discussions must be recorded on an evidence form (EF). It is extremely important that inspectors record every discussion and contact, if only to ensure there is an accurate record if challenged.

Stage 3. Devising a plan for the inspection

Writing instructions to the team

It is essential that as much of the preliminary planning as possible is completed before the inspector/team arrives in school. It is expected that the LI will complete the following tasks before arriving in school.

There should be detailed team instructions, setting out the LI's expectations, allocation of responsibilities, and any further information about the school, as well as domestic arrangements, particular events during the inspection, staff absences and so on where available.

A plan for deploying the team (so that all team members know who is responsible for what)

The inspection should always be led by particular issues relating to the individual school and all members of the team have joint responsibility for all the outcomes. However, it is usually helpful to allocate aspects of the school and the inspection to particular inspectors, who can then lead on collecting and synthesising evidence and drafting report sections. Inspectors need to be aware that these responsibilities are likely to be re-allocated as issues are settled and others emerge. One inspector should be given responsibility for any contact with individual parents.

It is sensible, wherever possible, to allocate to the same inspector those areas or aspects that fit together and can be covered using similar inspection techniques and minimising possible duplication. While it need not always be the case, it is sensible, for example, to allocate the responsibilities for pastoral care and personal development together. The responsibility for year groups could also be allocated for pupil discussions. While these are not subject inspections, it may be useful to designate some lesson observations to inspectors with particular expertise in that subject.

All inspectors must be very flexible in their approach at all times.

A plan explaining the inspection approaches to be adopted (so that all know why and how the evidence is to be gathered)

This plan should reflect any contact with the school but will almost certainly change as new evidence becomes available. This plan should be shared with the school, which may result in changes being made in what is investigated. It is essential to agree with the school, at as early a time as possible, the interpretation of the data/ information that

will be used to judge the standards reached and the progress achieved by learners; this underpins most other judgements since it informs the quality of the school's provision and the leadership and management.

A good inspection plan will identify which inspection techniques are intended to be the preferred means of gathering information in particular areas. Inspectors should be left in no doubt exactly what evidence needs to be gathered and which questions need to be asked etc. when conducting the different inspection activities, whether they be the analysis of tracking data, interviews with pupils, discussions with governors/ proprietor or lesson observations. It will be important to form an early view on the quality of all aspects of the school's self-evaluation as this will have a major bearing on how the rest of the inspection is conducted. It is unwise to plan the inspection in detail beyond the first day as it is likely that new issues will emerge as more progress is made.

Care must be taken to avoid lengthy meetings with staff that result in them not, for example, having time for a break at lunchtime.

Lead inspectors must have a clear view of how they wish the inspection to run and the balance of techniques to be employed to meet the particular circumstances of the school. Inspectors must not be diverted by extraneous information unless it is a major issue that the school will need to address or a particular subject, for example, that should be celebrated.

Stage 4. Preparing for the inspection (team inspector)

Team inspectors must download the appropriate documents which may include: a previous report, any self-evaluation and the team instructions and read them. It is better to read each of these documents as a whole and to summarise the main features of each one rather than to analyse and make notes on each individual section.

Team inspectors should arrive in school having read all the appropriate documents, including the LI's team instructions, and ready to be involved in the inspection from the outset.

Team members must be familiar with the current standards and grade descriptors. Grade descriptors are given in Appendix 3 of this handbook.

Phase 2. The inspection process

Stage 5. Lead inspector's role at the start of the inspection

The LI should do everything within their power to ensure that positive and effective working relationships are established with the school. They are also entitled to expect this from the school.

An initial meeting between the team and the principal should be arranged to go through any issues. This will help the senior staff in the school to have a fuller understanding of the direction of the inspection. It is advised that the LI and team should, wherever possible, offer to meet briefly with the staff at the start of the inspection. This will be used to introduce the team and talk very briefly about the form and focus of the inspection. Teachers should be clear that some may not be observed at all, while it might be necessary to observe others on some occasions more than once.

Care must be taken to ensure that this meeting is not be overly long as the principal and senior staff will need time to get ready for the start of school. It is a good practice to identify a suitable time for the next meeting before the different parties go their separate ways.

It is helpful/good practice to ask the principal and senior leadership team (SLT) where they would expect to see teaching of different quality, for example, particularly good teaching, or teaching that is less effective because of the structured support that has been provided by a mentor. Do not ask for their grades for teaching as part of the initial documentation. It is a good idea to let the principal know that, in an ideal world, you will need to meet with them throughout the period of the inspection. During this time you will be feeding back information as it becomes available, checking initial judgements and informing them as the inspection process changes its shape and character and asking for any additional information/evidence they might have in the light of this. This may be a particular problem when inspecting very small schools where the headteacher/ principal has a significant teaching load.

The process and outcomes of this meeting are key inspection evidence and must be recorded clearly on an evidence form, and included in the evidence base for the inspection. HMI will be monitoring a number of inspections and it is important that the quality of the evidence forms produced for discussions is good. LIs should consider whether it would be more effective to take notes during the meeting or to write up their conclusions and key factors shortly after the meeting/discussion. However, on some occasions it is vital to record what is said *verbatim*.

Stage 6. The team briefing (after the initial meeting with the school)

The purpose of this meeting is to briefly reconsider, as a team, the full range of evidence that is available at this point, to clarify the evidence trails that are to be followed and to complete any reshaping that is required. Having confirmed the evidence trails to be followed, it is useful to remind the team of the techniques to be employed to collect the evidence that is required and to agree the required outcomes of any lesson observations, discussions with pupils, work scrutiny and meetings with staff etc. This meeting should be very short so that the team can start inspecting as soon as possible.

Once it has been established what is being done, why it is being done, when it is being done and who is to complete each task, it is useful to organise a time for the next briefing meeting when progress to date can be considered. It is good practice to hold a series of mini meetings throughout the day rather than leaving things to the end of the day when it might be too late to respond to changing circumstances. It is probably a good idea, wherever possible, to confirm the revised plan of action with the principal after this meeting so that he/she is fully apprised of what is planned and why it is taking place. The outcomes of all meetings of this type must be recorded on evidence forms and included in the evidence base for the inspection.

Care must be taken to ensure that there is a balance in the observation of lessons. No teacher should be seen too often and it should not be necessary to observe any individual more than twice. It is a good idea to repeat the warning that it is unlikely, in most circumstances, for all the teaching staff to be observed in any school except a small one and that this is a planned strategy and not an oversight.

Stage 7. Ongoing meetings with the team

These will take place throughout the inspection as opportunities arise and circumstances change. Some will be a few words over coffee to check judgements and reshape the inspection while more formal discussions and findings must be recorded on evidence forms. This task should be delegated to a team inspector. With only two inspectors in a primary school the level of formality is likely to be less than in a large secondary inspection with a team of four or five inspectors. Nevertheless, it is still important to record the outcomes of these meetings.

You may need a more formal meeting at lunch time on the first day to check how work is progressing and to decide whether you need to alter the direction of the inspection. This will also enable you to plan the detail of the afternoon's activities, including which lessons you might observe and why. It is good practice to involve headteachers/principals in team meetings so that they can take part and contribute to the emerging picture.

Use these meetings to ensure that there is a secure evidence base and that all incomplete areas are identified. Any unforeseen gaps should be plugged as soon as

possible. It is important to make an appropriate decision that an aspect is closed down and to record this on an evidence form.

Evidence forms and their completion

- a) Ensure that the focus/context box is filled in fully and securely, possibly before the inspection to save time and ensure a rigorous focus.
- b) The LI must check and moderate team inspectors' evidence forms – ensure that text matches grades and that the evaluation demonstrates why the judgements are as they are. The LI should also moderate their own evidence forms and may ask a team inspector to check one or two.
- c) It is acceptable to change a judgement after consideration – in this case, state on the evidence form that 'On further reflection, the grade has been changed, because....' It is also acceptable to leave an evidence form incomplete if it needs consideration and to complete it at a later stage.
- d) When recording conversations it is good practice to make it plain that this is being done, so that there is no room for dispute. In addition, checking understandings – for example, 'So what you're saying is.....' 'Can I just check that I've understood completely....?' And record that this is the case.
- e) With lesson evidence forms, record clearly the reaction of the teacher to any feedback given and, if there is any exchange of views, what was said and the result.

Stage 8. Evidence Gathering - general

The purpose of the inspection is to test the accuracy of the school's self-evaluation by considering the evidence that the school gathers and presents.

The LI should have a master plan of what evidence needs to be gathered that has been shared with the team. The plan should ensure that any inspector who is with the team for one day only is given enough time to complete their writing during that day. Team inspectors should not deviate significantly from this plan without consulting the LI. There are no minimum levels of data collection that have to be achieved to gain a secure evidence base. Once a matter has been resolved, the team should close down that aspect of the inspection and move on to the next area.

For each inspection the LI needs to complete an evidence base checklist to ensure that the evidence base is solid. This form should be emailed to events@camb-ed.com after the end of the inspection.

The LI must plan the inspection to achieve maximum efficiency and to ensure that each inspection activity secures evidence against as many issues and aspects as possible.

It is essential to alert the school as early as possible during the inspection of the possible outcomes and to check again whether the school has further evidence to present before the end of the inspection.

Inspectors must also check safeguarding arrangements are secure. They may also need to be reviewed at other times/visits, for example, if there has been staff turbulence.

Lesson observations

There is no requirement to see full lessons but they provide an important part of the evidence. Ofsted places increased emphasis on lesson observation. While the school should be kept apprised of the rationale behind the pattern of lesson observations being adopted, **the school will not normally be informed in advance of the lessons to be visited.**

Giving feedback after a lesson observation

Dialogue with teachers is an essential part of the inspection process and a brief feedback should be offered to each teacher after every lesson observation. Planning is the key, and the wise LI informs the principal what the staff can expect as well as building sufficient time in to the inspection programme for feedback to be given. Care must be taken to give staff sufficient time to take a break or to prepare for the next lesson if feedback is given during the day.

If inspectors observe snippets of various lessons during a session and there is not enough evidence to form secure judgements on any of them, inspectors should offer to feed back any general points to the staff concerned. If non-teaching staff are observed in teaching roles they should be given the same sort of feedback as regular teaching staff. Feedback should be relatively brief, but should provide teachers with the strengths of the lesson and any areas for improvement. **Do not provide an overall grade in words or numbers** for the lesson or for teaching.

Joint lesson observations

Joint lesson observations are a strategy that should be used by inspection teams wherever possible. There is no requirement to undertake joint lesson observations with the headteacher/ principal or with members of the senior leadership team. Joint lesson observations do, however, enable inspectors to evaluate the quality of leaders' judgements on teaching and learning. Joint lesson observations allow the school to be involved in the process and provide evidence on the quality of teaching.

While joint lesson observations may be offered, they cannot be insisted upon by inspectors, or schools. Any joint lesson observations must be agreed by the LI and the headteacher/ principal and the teacher involved. Team inspectors should not arrange them independently. The staff member completing the lesson observation should be provided with a copy of the grade descriptions and a blank evidence form, (but does not have to complete it). It is helpful to guide the headteacher in selecting the lesson to be observed. It should not be of a teacher likely to have inadequate teaching, or to be facing competency procedures.

It is **vital** to ensure the school is clear that any evidence about lesson observations, whether joint or otherwise, cannot be used as evidence in competence/disciplinary proceedings.

Discussions with pupils

Inspectors will need to talk formally with pupils to check their views on the quality of care and guidance and how they are involved in decision making. This is a key opportunity to check the school's strategies for safeguarding pupils. Inspectors need to be mindful of cultural and religious sensitivities especially when working in Muslim countries. Discussions with pupils is a valuable opportunity (as are lesson observations) to consider the issue of British values.

These discussions should be focused on the main inspection issues. Inspectors will also talk with pupils informally in lessons and at break and lunch times. These may be occasions for testing out with a wider group than that selected for a formal discussion some of the points raised in that formal meeting. Care must be taken to ensure that inspectors do not place themselves at risk, or are not placed at risk by interviewing pupils alone.

Meetings and discussions with the principal and senior staff

The written records of meetings have sometimes been poor because inspectors have tried to record almost *verbatim* what has been said. It may be better to make very brief notes during the meetings and to concentrate on what is being said and to write a succinct evaluation of the meeting immediately afterwards. If meetings are as short and focused as they should be, there should not be a problem remembering what was said.

Meetings with the principal and the SLT will take place at frequent intervals to ensure that they are kept aware of how the inspection is progressing or to involve the headteacher/ principal in the inspection process. These meetings will also provide opportunities to agree findings and to seek extra evidence. These meetings should be recorded on an evidence form and, where possible, the headteacher'/ principal's response to the emerging judgements.

Every effort should be made to keep meetings short and to the point. Wherever possible, avoid long, multi-issue meetings and aim instead for a series of short, sharply focused interviews. Care must be taken to ensure that if meetings are to be conducted or feedback is to be given during break times, teaching staff must be given the opportunity to have a drink or eat their lunch etc. If you only need a couple of minutes to verify some judgement or ask for some evidence avoid the temptation to sit down or join the headteacher for coffee. As long as you have made it clear to the headteacher in the initial phone call and opening briefing that some meetings will be very brief this should not be an issue.

Meetings with any staff must have a clear purpose. You will almost certainly not be meeting all the subject leaders and senior staff on all but the very smallest inspections. However, meetings with groups of staff in threes or fours can overcome some of these

difficulties. Do make it clear that it is not always possible, or necessary, to speak to all members of staff.

If you need to talk with leaders about their roles it will almost certainly be more efficient to see them together, unless the issues for inspection throw up a particular subject specific issue. Discussions should focus on the outcomes of any actions taken by managers rather than just on processes and procedures. The key question is how has their leadership and management of an area impacted on the standards, achievement (outcomes for pupils) and personal development of the pupils?

It is essential to make any questions asked relevant to the specific school being inspected and the evidence trails being followed.

Meetings with owner/ board of governors

Whenever possible, you should arrange to meet with the owner or chair of the board of governors or similar. You could ask for an example of a decision taken and how that has impacted on outcomes. You might follow this up by tracking through the minutes of meetings to check on any reporting back to them of outcomes from their decisions. The owner or chair of the board of governors should be invited to attend the final feedback. This is a useful way of involving them in the inspection.

Meetings with parents

You may find individual or groups of parents requesting to meet you. This will need careful management to ensure that the inspection is not side-tracked on to personal issues that individual parents want investigating. The numbers who want to meet you will determine whether you will see them collectively or individually. You need to make it very clear that your job is not to investigate individual grievances the parents may have with the school.

You might wish to talk with parents informally at the beginning or end of a school day in a primary school as children are dropped off or collected. At all schools you may be able to meet a group of parents by prior arrangement. This could be those from the parents' association or those who help in school. The important things are to have:

- a clear reason for wanting to meet and talk with parents
- a focused discussion with them
- a record of your evaluation of that meeting on an evidence form.

Analysis of pupils' work

How much work scrutiny you need to do will depend very much on the issues you are following up. Before asking for samples of pupils' work ask yourself why you need this particular sample of work. However, it might be useful to have a basic selection to dip into if necessary, rather than having to ask the school to gather it all together partway through the inspection. (Determine the focus of the activity, what you hope it will tell you, and then decide whether this is the most efficient and effective way of gathering or checking the evidence).

Take the opportunity provided during lesson observations to look at pupils' work. In this way you can ask the learners about the work they have done, how hard they found it and how much help they received with it. You may want to talk with a group of pupils about a specific subject that is an issue for the inspection and to ask them to bring their work in that subject to share with you. You can also look at work in other subjects, for example, in pupils' lockers or in classroom cupboards (with appropriate permission), to get a quick supporting view of the quality of the curriculum.

Take every opportunity to view some pupils' work in lessons wherever possible and note your findings about, for example, learning over time, presentation and the impact of marking, on an evidence form.

Analysis of school documents

Any requests for documentation must be made with a clear focus on why the documents are needed. There is neither the time nor the need to analyse routinely school documentation for the sake of it.

Documents that may be requested could include, and some should be*:

- tracking data to check on the progress pupils are making*
- evidence of attainment on entry to analyse the value added by the school*
- the minutes of governors' and staff meetings will help you to evaluate how management decisions are implemented and followed up
- curriculum plans and overviews to ensure that statutory requirements are being met and that the curriculum is broad and balanced
- records and programmes of internal/external classroom monitoring and the subsequent action that has been taken
- the school development plan
- specific subject/ departmental development plans
- timetables – and normal ones if the school has made special arrangements for the inspection
- current school policies – check that these are up to date and comply with local requirements*
- evidence that the school complies with local requirements for safeguarding (for DBS or equivalent)
- risk assessments, as appropriate.

* Must be requested

You should expect to see summaries of assessment data. You will not have time to analyse raw data on individual pupil performance and to complete a detailed analysis of how they have progressed over time. If the school offers you the disk or the huge file of information, you should ask them for a summary of the contents. If they do not have one, this is a pertinent area to explore further – why not?

Inspectors should satisfy themselves that a school is taking appropriate action to maintain the safety of learners. Inspectors should check that every school has secure evidence that its staff have their identity, qualifications and criminal records checked in line with local regulations.

The ease with which the school produces and presents such paperwork will tell you something about the quality and efficiency of its management systems. However, you will evaluate not just the systems themselves but the way the school uses them to help pupils to learn and develop.

Stage 9. Main meetings and reaching final conclusions

i) The meeting at the end of day 1

The main function of this meeting is to decide exactly what you are going to do on day 2 and why. The meeting should be short and to the point. Use this meeting as an opportunity to reach as many provisional judgements as possible. As a minimum you should come to a clear conclusion on standards and progress in the school. You should also have a fairly firm provisional view on welfare, health and safety of pupils, SMSC and the quality of teaching.

You should **have identified the provisional issues for improvement by the end of day 1** so that you can test them and confirm them on day 2. **The outcomes of this meeting must be recorded on an evidence form.**

ii) The final team meeting

In this meeting, the team comes to their corporate judgements on the performance of the school, completes the inspection judgements form and agree what the school should do to improve further.

Care should be taken not to leave too much to this meeting for any unresolved matters that emerge can probably not be investigated fully since the inspection is now over. The final team meeting should be organised so that it finishes in time to give oral feedback to the headteacher/ principal and senior managers 'not long' after the school day finishes. **The strengths and weaknesses identified for each section must be recorded on an evidence form and Cambridge Education expects inspectors to use these summary evidence forms for the feedback to the school.** They should therefore be balanced and capable of standing alone.

The team should decide on the key areas for improvement that are going to help the school move forward. Minor issues should not be listed but even the best school has some area where it could improve.

Cambridge Education considers that, under normal circumstances, the working day should be completed within two hours of the end of the school day.

Stage 10. The feedback to the principal

The final feedback should take place as soon as is reasonable after the end of the school day. Providing that emerging issues have been shared with the school as you go along, the final judgements should not be a surprise to senior leaders, even if the decision is that the school does not meet the BSO requirements.

Cambridge Education expects the feedback to be conducted from the summary evidence forms, and not from a printout of the draft report. Therefore, the summary evidence forms must be good enough quality, with a rider that this isn't the report but the judgements that have been made and the reasons for them. The final feedback should be a continuation of the professional dialogue that has taken place throughout the inspection. LIs should remind the school that the **inspection findings are subject to moderation** but although the wording is at a very draft stage, **inspection judgements rarely change.** (In the event of the judgements fed back at the end of the inspection not being found to match the evidence that has been gathered the judgements may be changed by the chief inspector).

Stage 11. The quality assurance of inspections

The LI is expected to set clear expectations for the team and to make sure that those expectations are met. The LI must ensure that all the judgements are supported effectively by written evidence. The LI must ensure that the way in which the inspection is conducted is beyond reproach and that the code of conduct is followed assiduously.

External quality assurance will be provided in a variety of forms.

- a. An HMI may be attached to the inspection and may spend a whole day with the team.
- b. The Cambridge Education Quality Assurance (QA) manager may telephone the school to discuss progress.
- c. The Cambridge Education QA manager may visit the school to support the inspection and, in the event of any concerns, to secure the quality of the inspection and the security of the judgements that are being made.
- d. The LI should always have access, by telephone, to the Cambridge Education professional lead so that they can seek advice and support, if required.

If in any doubt the LI should always first contact the helplines and seek advice.

Quality Assurance of the inspection process

On-site QA

The QA manager will visit a selection of inspections.

The purpose of the on-site monitoring visit is to ensure that the conduct of the inspection is highly professional and that the LI and team are:

- communicating inspection findings clearly and helpfully to the school
- making judgements about the school and what it needs to do to improve fairly and accurately
- contributing constructively to the improvement of the school
- gathering evidence which is sufficient and reliable and substantiates all inspection judgements
- following the Code of Conduct to a high standard.

Furthermore, that the LI is assuring the quality of the inspection through effective monitoring and evaluation of the work of the team.

Telephone QA

The purpose of the telephone monitoring calls to the LI and the headteacher/ principal are to ensure that the conduct of the inspection is highly professional and that the LI has access to a second opinion to help reflect on the evidence and the provisional judgements. It would normally be made at the end of day 1 so that a discussion can focus on the emerging judgements and issues and the inspection activities. The monitoring inspector should have access to the pre-inspection briefing and other pre-inspection documentation. The call will focus on the same issues as for the on-site visit.

For both types of monitoring the chief inspector or his nominee will complete a written evaluation against three possible outcomes/judgements:

1. The conduct of the inspection is highly professional and exceeds basic requirements: future inspections may be monitored as part of the QA sample
2. Future inspections may be monitored to ensure the professional advice set out above is adopted
3. Aspects of the inspection do not meet the required standard; further guidance will be provided by Cambridge Education and future inspections will be monitored

These monitoring outcomes will be shared with the LI.

Stage 12. Dealing with complaints

The LI should respond constructively to any concerns or complaints that arise during the inspection. They should consider all the available evidence and try to resolve the matter by reaching a fair assessment of the issue. If the school is not satisfied with the way that the LI has dealt with the complaint, and wishes to pursue the matter further, the LI should ensure that the school is informed of the procedures to be followed when making a complaint.

In the rare event of school staff being obstructive or insufficiently courteous and helpful to the inspectors working in a school. Cambridge Education will not accept the abuse, harassment, intimidation or interference with inspectors during the course of their

legitimate work in schools. If this does take place, the LI should seek to resolve the issue with the headteacher. In the event of the headteacher failing to take appropriate action the matter should be reported to the Cambridge Education professional lead or Divisional Director through the office, who will investigate the matter fully and take appropriate action.

Formal complaints from a school about the conduct of the inspection or issues around the report will be dealt with through Cambridge Education's QA systems. The complaint will be handled by an internally appointed 'complaints manager' who will draft the response on behalf of the company. LIs and team inspectors will be asked to respond in writing to the complaint, which will form part of the evidence base for the response. Cambridge Education would always endeavour to find a solution at the earliest stage in the process and prevent the complaint escalating.

Phase 3. The post-inspection process

Stage 13. Writing the report

The report must be clear about the school's compliance with the standards required of British schools overseas and the EYFS requirements (where relevant). Reports must state clearly which, if any, of the standards are not met, together with a reference to the relevant paragraph number. Where all the statutory requirements are met, there must be a clear statement to this effect. The report format will follow closely that used for the reporting of inspections of independent schools in the England,

The report will usually be written in summary evidence forms before the inspection team leave the school. LIs will use the notes from their teams to write the full report. It will be important for the LI to make their expectations clear at the start of the inspection.

The LI will have until the end of the fifth day following the end of the inspection to complete the report, edit and polish the contributions of any team members and to e-mail it, with the evidence base checklist, back to the operations staff member responsible for that inspection. At the point of submission, the report should be fit for publication.

When writing the report, it is important to be succinct and evaluative. Suggested maximum length is 2000 words (both primary and secondary). However, inspectors should make appropriate professional judgements about the extent of detail required to tell the story of the school, depending on the complexity of circumstances.

Refer to the 'Guide to Cambridge Education's writing style for inspection reports' and adhere to this when preparing the report – this saves unnecessary amendments during quality assurance reading (QAR) or report approval (RA) stages.

Guidance on inspecting sixth forms

There are occasions when inspection reports need to be very clear about factors affecting the attainment on entry to sixth forms. At times, standards at Year 11 may be above/ below standards on entry to the sixth form. This is typically the case when students from more than one school make up the intake of a school's sixth form.

Whenever an apparent discrepancy occurs between attainment at the end of Year 11 and at the beginning of Year 12, the report must explain the school's position convincingly. Clearly, evaluations must be based on secure evidence and the text of the report must not cause offence by appearing to judge the relative success of neighbouring schools.

Stage 14. The quality reading/editing process (lead inspector/quality reader)

The support team will forward the draft report to the designated quality assurance reader (QAR) for the main quality read. The LI's draft report should be of a quality that is fit for publication before it is submitted. QAR should only pick up possible omissions or anomalies in the report or make minor suggestions to improve the overall quality – it is not intended that the QAR rewrites the report to bring it up to publication standard; this is the job of the LI. The LI should, wherever reasonable, follow the guidance provided by the QAR.

The QAR must complete the task within the allotted period of time and **email it with any comments/tracked changes, along with the QAR report form, to the LI, copied to the designated member of the operations staff. If the QAR considers that the report is seriously flawed and considerable work is required before it is fit to be seen by the school, this will be reported on the QAR evaluation form and the report will go through a second read by the professional lead.**

The QAR evaluation form (detailing strengths, weaknesses and areas for improvement) will be logged in the electronic files for the inspection.

Stage 15. Improving the report – submission for publication (lead inspector)

The LI will be contacted on the following day if at all possible (end of the inspection +7) to consider any suggestions made by the QAR and to make any changes to the report. Once these changes have been made the amended report must be returned to the designated member of the operations staff so that it can be sent on to the school to be checked for any factual inaccuracies. The LI will return the report to the operations support team, preferably by the end of day 7 or, if there are problems, by midday of day 8 at the latest.

If the QAR considers that the report is seriously flawed in some way and that the judgements fed back to the school at the end of the inspection are not consistent with the evidence then the LI will have to inform the school that the report has been changed following quality assurance procedures.

Stage 16. The final quality read prior to publication – sign off stage (lead inspector / QAR)

In the event of any additional changes, for example, factual accuracy, being required to the inspection report, once it has been returned by the school, any modifications required will normally be made by the senior professional staff member signing off the report. However, where possible the LI will be contacted, particularly if significant changes are needed.

Appendix 1. Professional development and support

CE has established recruitment and training systems.

Training covers two levels of skills: required inspection skills and the inspection framework; and level two looks at more complex skills. Additional further training is provided for leading inspections.

Each inspector, whether full-time or a substantive associate of Cambridge Education, will have a named contact for professional support. The minimum entitlement will be for a phone call from that contact each term to check that things are going well and discuss any concerns or issues. The inspector should ring their named contact if they have particular concerns about any aspect of their work.

Inspectors are expected to keep themselves informed of developments, for example, through regular training and new guidance.

Appendix 2. Evidence forms - how to get them right

1. Helping the office staff

Please make sure you fill in all the information at the top of the EF. You could complete these before you go to the school to save time by writing in your OIN and the inspection number. You could even number your evidence forms.

Please give each evidence form a separate number, even for continuation forms.

Please don't put your initials in the evidence form number boxes because your identification is your OIN.

Please put a cross in the ECM references where appropriate.

Please be careful to get the subject codes right. Ofsted's guidance sheet will help. Please note: FS isn't a subject it is a key stage!!

For year groups – N for Nursery, R for Reception.

Please complete the information in the box on the left.

Please do not make any record of the teacher's name or initials on the evidence form. There are issues around anonymity and data protection.

2. Getting the evaluation right

The wording in the evaluation box should be a synthesis of the evidence you have collected. Therefore, it should not be a description of what you have seen or been told but should be a judgement based on the information available at the point of writing the evidence form. The evaluation should reflect the focus of the activity so that threads emerge clearly and thought processes are easily recognised. Please note: if the evidence base is scrutinised at a later date, the emerging picture and rationale for final judgements should be easily tracked so it is important to follow this guidance.

Recording and evaluating outcomes of discussions can be tricky. It is good practice to record the precise question(s), listen to the answer(s) and then repeat back to those you are meeting with, precisely what you have deduced from the conversation.

3. Getting the summary right

This is the box on the left where you summarise the judgements made in the evaluation box. The grades should be consistent and compatible with the rest of the text on the evidence form.

It is good practice when feeding back the outcomes of a lesson to a teacher, to record the teacher's reaction briefly on the relevant evidence form.

4. Getting the grades right

Please remember that no grade should be entered for teaching. For other areas only enter a grade on an evidence form if you have firm evidence for it. Unless you are able to write something on the evidence form to substantiate a grade awarded, please leave empty.

Please be unequivocal when entering grades. It is not acceptable to enter, for example 2/3 or 3+, 2 -.

Please double check that the grade(s) awarded make sense in relation to the text recorded in all parts of the evidence form.

Please remember that the grades awarded on evidence forms should support the final judgement. That is, the evidence base must 'stack up'. Please use "marshalling" evidence forms at the end of day 1 and day 2 to summarise the strengths and areas for improvement.

5. Helping to secure a robust evidence base

Please make sure that:

- your handwriting is legible.
- when leading an inspection, you check everyone's evidence forms making sure that the evidence and grades stand up to scrutiny. Please double check that text and grades do support the emerging judgements and get things changed if necessary
- if, when undertaking QA of the evidence forms before submitting them to Cambridge Education, you decide to amend what is recorded, please make a note on the evidence form to explain the amendment. For example, write on the evidence form that a grade has been changed on further reflection/consideration.

Appendix 3. The evaluation schedule – criteria for making judgements

These criteria are effective from September 2017. Inspectors must interpret grade descriptors in relation to pupils' age, stage and phase of education. The grade descriptors will not apply in every case. Inspectors should use a 'best fit' approach to reaching each judgement. It does not replace the professional judgement of inspectors.

1. Inspectors use the following four-point scale to make all judgements, including, where applicable, judging the effectiveness of the early years provision and the sixth form provision:
 - grade 1: outstanding
 - grade 2: good
 - grade 3: satisfactory
 - grade 4: inadequate.
2. In reaching these judgements, inspectors take account of any of the British schools overseas standards that are not met and give appropriate consideration to the impact on the quality of each aspect of the school's work.

1.1 Overall effectiveness: the quality and standards of education

3. Inspectors must use all their evidence to evaluate what it is like to be a pupil in the school. In their judgements about a school's overall effectiveness, inspectors will first consider the extent to which the school meets all paragraphs of all parts of the British schools overseas standards.
4. In judging the overall effectiveness, inspectors will take account of the four key judgements. Inspectors should first make the key judgements on:
 - the quality of teaching, learning and assessment
 - personal development, behaviour and welfare making
 - outcomes for pupils.
5. In coming to each of these key judgements, inspectors will also draw on evidence from inspection of any early years provision or sixth form provision and consider its impact in the wider context of the school.
6. Inspectors will then judge the effectiveness of any early years or sixth form provision. For either case or both, inspectors must report a grade and write sections in the report that summarise the key findings and explain the effectiveness grading. Inspectors may decide not to report separately on the provision in early years provision or in 16 to 19 study programmes if this risks identification of pupils because numbers are so small (for example, fewer than five).

7. The grade for early years and/or the grade for the sixth form may be the same as, higher or lower than the overall effectiveness grade. Inspectors will take into account the size of the early years and sixth form provision in relation to the size of the school, when considering the impact of these judgements on the overall effectiveness grade. Inspectors will explain any difference between the early years and/or sixth form provision and the overall effectiveness grades in the report.
8. Inspectors will then make the key judgement on the effectiveness of leadership and management. In making this judgement, inspectors must take into proportionate account any significant issues in the quality of early years provision and/or sixth form provision that may have an impact on judging the effectiveness of the leadership and management of the school as a whole.
9. Inspectors will always make a written judgement in the section on leadership and management about the effectiveness of the arrangements for safeguarding pupils.
10. Before making the final judgement on overall effectiveness, inspectors must evaluate:
 - the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development (see below)
 - the extent to which the education provided by the school meets the needs of the range of pupils at the school, including pupils who have special educational needs and/or disabilities.

1.2 Grade descriptors for overall effectiveness

<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ All of the BSO standards (and, where relevant, statutory requirements of the early years foundation stage) are met. ■ The quality of teaching, learning and assessment is outstanding. ■ All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding. ■ The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. ■ Safeguarding is effective.
<p>Good (2)</p> <ul style="list-style-type: none"> ■ All of the BSO standards (and, where relevant, statutory requirements of the early years foundation stage) are met. ■ The quality of teaching, learning and assessment is at least good. ■ All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good. ■ Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development, and their physical well-being. ■ Safeguarding is effective.

Satisfactory (3)

- All of the BSO standards may be met, but the school is not yet demonstrating the characteristics of a good judgement. Any un-met BSO standards (or, where relevant, statutory requirements of the early years foundation stage) are minor, easily rectified and do not have a serious impact on pupils' welfare, health and safety, academic or personal development.
- Other than in exceptional circumstances, it is likely that, where the school is judged satisfactory in any of the key judgements, the school's overall effectiveness will be satisfactory.
- There are weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.
- Safeguarding is effective.

Inadequate (4)

Overall effectiveness is likely to be inadequate if any of the following applies.

- There are one or more un-met BSO standards (or, where relevant, statutory requirements of the early years foundation stage) that have a negative impact on pupils' welfare, health and safety, academic or personal development, including the promotion of pupils' spiritual, moral, social and cultural development.
- The judgement on overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

1.3 Effectiveness of leadership and management

11. The CIF sets out the overarching criteria for judging the effectiveness of leadership and management.
12. In making this judgement in schools, inspectors will consider:
 - whether the school meets all paragraphs in all parts of the BSO standards
 - the leaders' vision and ambition for the school and how these are communicated to staff, parents and pupils
 - whether leaders have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important
 - whether leaders have the highest expectations for social behaviour among the pupils and staff, so that respect and courtesy are the norm
 - the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement
 - the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
 - how well the school supports the formal curriculum with extra-curricular

opportunities for pupils to extend their knowledge and understanding, and to improve their skills in a range of artistic, creative and sporting activities

- how well the school prepares pupils positively and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith
- the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively those responsible for governance hold them to account for this
- how leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this
- the quality of continuing professional development for teachers at the start and middle of their careers, and later, including to develop leadership capacity, and how leaders and those responsible for governance use performance management to promote effective practice across the school
- how effectively leaders monitor the progress of groups of pupils to ensure that none fall behind and underachieve
- how well leaders engage with parents, carers and other stakeholders and agencies to support all pupils
- how effectively leaders use additional funding and measure its impact on outcomes for pupils
- how well leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientation (and other groups with protected characteristics¹) through their words, actions and influence within the school and more widely in the community
- the effectiveness of safeguarding
- the effectiveness of leaders' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the staff do when they suspect that pupils are vulnerable to these issues

1.3.1 Safeguarding

13. In judging the effectiveness of leadership and management, inspectors **must** also judge whether the school's arrangements for safeguarding pupils are effective. There is detailed guidance on evaluating safeguarding arrangements in 'Inspecting safeguarding in early years, education and skills settings from September 2015'.

1.3.2 Governance

14. Inspectors will consider whether those responsible for governance:
- work effectively with leaders to communicate the vision, ethos and strategic

¹ As defined by section 4 of the Equality Act 2010: www.legislation.gov.uk/ukpga/2010/15.

direction of the school and develop a culture of ambition

- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
- understand how the school makes decisions about teachers' salary progression and performance
- performance manage the headteacher rigorously
- understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils.

15. Inspectors will report on the achievement of pupils who have special educational needs and/or disabilities. They will report on the extent to which the education the school provides meets the needs of these pupils.

1.4 Grade descriptors for the effectiveness of leadership and management

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- All of the BSO standards (and, where relevant, statutory requirements of the early years foundation stage) are met.
- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including special educational needs (SEN) funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.

- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Good (2)

- All of the BSO standards (and, where relevant, statutory requirements of the early years foundation stage) are met.
- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread effective practice across the school.
- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including

the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Satisfactory (3)

- All of the BSO standards may be met, but the school is not yet demonstrating the characteristics of a good judgement. Any un-met BSO standards (or, where relevant, statutory requirements of the early years foundation stage) are minor, easily rectified and do not have a serious impact on pupils' welfare, health and safety, academic or personal development.
- Leadership and management are not yet good.
- Safeguarding is effective.

Inadequate (4)

Leadership and management are likely to be inadequate if any of the following applies.

- There are one or more un-met BSO standards (or, where relevant, statutory requirements of the early years foundation stage) that have a negative impact on pupils' welfare, health and safety, academic or personal development, including the promotion of pupils' spiritual, moral, social and cultural development.
- Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
- Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially pupils who have special educational needs and/or disabilities.
- Leaders are not aware of, or are not taking effective action to stem, the decline in the progress of disadvantaged pupils.
- The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.

- Leaders and governors, through their words, actions or influence, directly and/or indirectly undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern. Insufficient action is taken to remedy weaknesses following a serious incident.
- Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

1.5 Quality of teaching, learning and assessment

16. The CIF sets out the overarching criteria for judging the quality of teaching, learning and assessment.
17. Inspectors will make a judgement on the effectiveness of teaching, learning and assessment in school by evaluating the extent to which:
 - teachers and other staff have consistently high expectations of what each pupil can achieve, including the most able and the disadvantaged
 - teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
 - assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate
 - assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well
 - except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers and parents/carers understand how pupils should improve and how they can contribute to this
 - the school's engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
 - equality of opportunity and recognition of diversity are promoted through teaching and learning
 - English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

1.5.1 Sources of evidence

18. Inspectors will use a considerable amount of first-hand evidence gained from observing pupils in lessons, talking to them about their work, scrutinising their work

and assessing how well leaders are securing continual improvements in teaching. Direct observations in lessons will be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teachers and support assistants have on pupils' progress. Inspectors will **not** grade the quality of teaching, learning and assessment in individual lessons or learning walks.

19. Inspectors will consider:

- leaders' evaluations of teaching and its impact on learning
- how information at transition points between schools is used effectively so that teachers plan to meet pupils' needs in all lessons from the outset – this is particularly important between the early years and key stage 1, and key stages 2 and 3
- whether work in all year groups, particularly in key stage 3, is demanding enough for all pupils
- pupils' views about the work they have undertaken, what they have learned from it and their experience of teaching and learning over time
- information from discussions about teaching, learning and assessment with teachers, teaching assistants and other staff
- parents' views about the quality of teaching, whether they feel their children are challenged sufficiently and how quickly leaders tackle poor teaching
- scrutiny of pupils' work, with particular attention to:
 - pupils' effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum
 - how pupils' knowledge, understanding and skills have developed and improved
 - the level of challenge, and whether pupils have to grapple appropriately with content, not necessarily 'getting it right' first time, which could be evidence that the work is too easy
 - how well teachers' feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills. Inspectors should note the clarification points set out in Part 1 of this document about pupils' work and marking.

20. In evaluating the accuracy and impact of assessment, inspectors will consider how well:

- teachers use any assessment for establishing pupils' starting points, teacher assessment and testing to modify teaching so that pupils achieve their potential by the end of a year or key stage. Inspectors should note that Ofsted does not expect to see any particular system of assessment in place
- assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum

- teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

1.6 Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, except where there is an exemption from the learning and development requirements of the early years foundation stage in place, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, except where there is an exemption from the learning and development requirements of the early years foundation stage in place, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Satisfactory (3)

- Teaching, learning and assessment are not yet good.

Inadequate (4)

Teaching, learning and assessment are likely to be inadequate if any of the following applies.

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write, or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

1.7 Personal development, behaviour and welfare

21. The CIF sets out the overarching criteria for judging personal development, behaviour and welfare.
22. Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare in the report. Where the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare and is recorded in the report.
23. Evaluating, judging and reporting behaviour and welfare in this way distinguishes between each aspect so that schools and parents clearly understand the two separate judgements. Inspectors must consider carefully the effectiveness of safeguarding when pupils' welfare is judged to require improvement or be inadequate.

1.7.1 Attendance and punctuality

24. Inspectors will consider:
 - overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils
 - the extent to which low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%)
 - punctuality in arriving at school and at lessons.

1.7.2 Sources of evidence

25. Inspectors will make this judgement using evidence seen during the inspection as well as evidence of trends over time. The judgement will be informed by documentary evidence about behaviour, including how the school tackles poor behaviour, as well as discussions with and observations of pupils at break times, lunchtimes and between lessons. Inspectors will take into account the school's use of exclusion, including the rates, patterns and reasons for exclusion, as well as any differences between groups of pupils. Inspectors will gather the views of parents, staff, governors and other stakeholders.

26. Inspectors must take account of the views different groups of pupils express, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life.
27. Inspectors evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (checking how the referral was made and the thoroughness of the follow-up), pupils who have special educational needs and/or disabilities, children looked after, those with medical needs and those with mental health needs. Inspectors must look at a small sample of case studies about the experience of these pupils.

1.8 Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures they are prepared to be reflective about and responsible for their actions as good citizens.

Satisfactory (3)

- Pupils' personal development, behaviour and welfare are not yet good, and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

Inadequate (4)

Personal development, behaviour and welfare are likely to be inadequate if any of the following applies.

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

1.9 Outcomes for pupils

28. The CIF sets out the overarching criteria for judging outcomes.
29. Inspectors will take account of current standards and progress, including the school's own performance information, and make a relevant judgement on academic and other learning outcomes for pupils by evaluating the extent to which all pupils:
 - progress well from their different starting points and achieve or exceed standards expected for their age
 - attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs.
30. To judge outcomes, inspectors will evaluate pupils' academic and vocational achievement across the curriculum.
31. In judging achievement, inspectors will give most weight to pupils' progress. They will take account of pupils' starting points in terms of their prior attainment and age when evaluating progress. Within this, they will give most weight to the progress of pupils currently in the school, taking account of how this compares with the progress of recent cohorts, where relevant. Inspectors will consider the progress of pupils in **all** year groups, not just those who have taken or are about to take examinations or national tests. As part of pupils' progress, inspectors will consider the growth in pupils' security, breadth and depth of knowledge, understanding and skills.

1.9.1 Sources of evidence

32. Inspectors will gather evidence about the progress of current pupils through:
- observations in lessons
 - discussions with pupils about their understanding of things they have been learning about
 - scrutiny of pupils' development of knowledge, understanding and skills over time as shown in their work, including that in their books
 - the school's own information, taking account of the quality and rigour of the assessment on which it is based.
33. Inspectors will recognise that published data for very small groups of children should be treated with caution. For example, it will not be possible to draw conclusions about trends in relation to very small groups. Equally, it will be misleading to compare national rates of progress and attainment with progress and attainment rates for very small groups or for groups that have high proportions of pupils with special educational needs arising from their low cognitive abilities.
34. In scrutinising pupils' work, inspectors will consider how well:
- pupils are making good progress towards meeting or exceeding the expected attainment for their age as set out in the school's own curriculum and assessment policies
 - all pupils are set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these
 - pupils are gaining and consolidating knowledge, understanding and skills
 - pupils, including the most able, do work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty, or going on to study different content.

1.10 Grade descriptors for outcomes for pupils

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of pupils who have special educational needs and/or disabilities, currently on roll, matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.

- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- For pupils generally, and specifically for pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with English national figures.
- The attainment of almost all groups of pupils is broadly in line with English national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils progress to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Good (2)

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- In a wide range of subjects, the progress of pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.
- Pupils read widely and often, with fluency and comprehension appropriate to their age.
- Pupils' progress is above average or improving across most subject areas. Progress of pupils who have special educational needs and/or disabilities is above average or improving.
- From different starting points, progress in English and in mathematics is close to or above national figures.
- Where attainment overall is low, it shows consistent improvement.
- Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. They do so at a level suitable to meet appropriate career plans.

Satisfactory (3)

- Outcomes are not yet good.

Inadequate (4)

Outcomes are likely to be inadequate if any of the following applies.

- Progress from starting points in any key subject or key stage indicates pupils are underachieving considerably.
- From their different starting points, the progress of pupils in different year groups in English or in mathematics is consistently low and shows little or no improvement.
- There are wide differences in the progress and/or attainment of different groups from similar starting points and these are not improving.

- The school's performance regularly falls below the English floor standards.² Any improvement is insufficient, fragile or inconsistent.
- Pupils' proficiency in reading, writing or mathematics is not sufficiently strong for them to succeed in the next year or stage of education, or in training or employment.
- Pupils have not attained the qualifications appropriate for them to progress to their next stage of education, training or employment.

1.11 Inspecting the effectiveness of the early years provision: quality and standards

35. Inspectors are required to write a section in the inspection report that summarises the effectiveness of the early years provision and to provide a numerical grade for it.
 36. In order to achieve comparability with the way registered early years providers are inspected and judged, the grade descriptors below should be used.
 37. Inspectors will judge the overall quality and standards of the early years provision, taking into account:
 - the effectiveness of leadership and management
 - the quality of teaching,³ learning and assessment
 - how well the provision contributes to children's personal development, behaviour and welfare
 - outcomes for children.
 38. Inspectors will consider:
 - the rigour and effectiveness of systems to drive improvement, including:
 - monitoring the quality of provision and children's outcomes
 - the professional development of staff
 - evaluation of the impact of actions taken
 - setting ambitious targets
 - the effectiveness of safeguarding procedures
 - how well teaching nurtures, engages and motivates children, and promotes their sense of achievement and commitment to learning
 - the breadth of the curriculum and how well it is based on accurate assessment of children's learning and development, so that activities and experiences meet their needs
 - how well all staff work with parents, engage them in their children's learning
-

and keep them informed about their children's achievements and progress

- children's enjoyment of learning, including their participation and willingness to make choices and decisions, and the extent to which children are active and inquisitive learners who are creative and think critically
- how well children behave, cooperate and share with each other, make friends, respect each other's differences and build their understanding and respect for different families, people and communities beyond their immediate experience
- the extent to which children behave in ways that are safe, understand how to stay safe and show that they feel safe
- the proportions of children who have made typical or better progress from their starting points, including pupils who have special educational needs and/or disabilities and the most able
- the attainment of children at the end of Reception compared with early years foundation stage profile English national figures, including the proportion that achieve a good level of development,⁴ particularly in terms of how well children are prepared for key stage 1
- whether outcomes are consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics
- how quickly any groups that are underachieving, are catching up.

1.12 Grade descriptors for the effectiveness of the early years provision

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- All of the BSO standards are met in relation to the early years provision.
- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes, or maintain the highest levels of outcomes, for all children over a sustained period.
- Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.
- Safeguarding is effective.
- Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.
- Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home.
- A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.

⁴ A child achieves a good level of development, as defined by the government, if she or he meets the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy. This is not the same as making good progress.

- Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.
- Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including pupils who have special educational needs and/or disabilities, are making substantial and sustained progress.
- Gaps between the attainment of groups of children have closed or are closing rapidly. Any gaps between areas of learning are closing.

Good (2)

- All of the BSO standards are met in relation to the early years provision.
- There are no breaches of statutory welfare requirements.
- Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's achievement.
- Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.
- Safeguarding is effective.
- Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.
- The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.
- The quality of teaching is good.
- All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.
- Parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home.
- Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other.
- Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate

experience through a range of activities that teach them effectively about people in the wider world.

- Children make at least typical progress and most children make progress that is better than this from their starting points. This includes pupils who have special educational needs and/or disabilities. Children develop the key skills needed to make a positive start to the next stage of their education.
- Where children's starting points are below those of other children of their age, assessment shows they are catching up quickly. Any gaps between the attainment of groups and all children nationally, are closing.

Satisfactory (3)

- All of the BSO standards may be met in relation to the early years provision, but the early years requires improvement because provision and outcomes are not good. Any un-met BSO standards in relation to the early years provision are minor, easily rectified and do not have a serious impact on children's welfare, health and safety, academic or personal development.
- There are no material breaches of statutory welfare requirements.
- The effectiveness of the early years provision is not yet good.
- Safeguarding is effective.

Inadequate (4)

The early years provision is likely to be inadequate if any of the following applies.

- There are one or more un-met BSO standards in relation to the early years provision which have a negative impact on children's welfare, health and safety, academic or personal development, including the promotion of children's spiritual, moral, social and cultural development.
- Statutory welfare requirements are not met.
- Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective.
- The curriculum is too narrow. It does not offer a broad range of experiences that challenge children or promote their understanding of people and communicates beyond their own experience.
- Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and that their health and welfare are promoted.
- Safeguarding is ineffective.
- Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching that is not matched to children's needs.
- Information from assessment is not accurate and not used well enough to enable children to make the progress they should.
- Children's behaviour is not managed consistently. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders their learning and/or puts them and others at risk.
- Children, or specific groups of children such as pupils who have special educational needs and/or disabilities, do not achieve as well as they can. Many start Year 1 without the skills and knowledge they need.
- Low attainment of any group shows little sign of rising. Gaps between different groups show little sign of closing or may be widening.

- Strategies for engaging parents about their child's learning and development are weak. As a result, parents do not know what their child is learning or how they can help them improve.

1.13 Inspecting the effectiveness of the sixth form provision

39. Inspectors are required to write a section in the inspection report that summarises the effectiveness of the sixth form provision and to provide a numerical grade for it.
40. In order to achieve comparability with the way 16 to 19 provision within further education and skills providers is inspected and judged under the CIF, the grade descriptors below reflect those in the further education and skills handbook.
41. Inspectors will judge the effectiveness of the sixth form provision, taking into account:
 - the effectiveness of leadership and management
 - the quality of teaching, learning and assessment
 - the personal development, behaviour and welfare of learners
 - outcomes for learners.
42. Inspectors will consider how well:
 - leaders promote high expectations and use rigorous systems to drive improvement, including through monitoring and developing the quality of sixth form provision and improving the progress and achievement of learners and groups of learners
 - teaching and assessment support and challenge learners
 - programmes of study build on each learner's prior attainment and enable them to make progress and move on to a higher level of qualification when they are ready to do so
 - learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans
 - learners develop personal, social, employability and independent learning skills, and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience
 - learners understand how to keep themselves safe and healthy, both physically and emotionally
 - learners, and groups of learners, progress to the planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship.

43. Inspectors will also consider whether or not arrangements for safeguarding learners are effective.

1.14 Grade descriptors: the overall effectiveness of the sixth form provision

Outstanding (1)

- All of the BSO standards are met in relation to the sixth form provision.
- Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.
- Leaders plan, manage and evaluate programmes of study so that learners undertake highly individualised and challenging learning that builds on their prior attainment and prepares them very well for future employment.
- High quality impartial careers guidance ensures learners follow programmes of study that build on their prior attainment and enables them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.
- Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.
- Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.
- Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.
- Throughout the time spent on their programmes of study, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.
- Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their programmes of study, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.

Good (2)

- All of the BSOI standards are met in relation to the sixth form provision.
- Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners' retention, progress and skill development.
- Leaders plan and manage individualised programmes of study that build on learners' prior attainment and prepare them well for future employment.
- Impartial careers guidance ensures learners undertake programmes of study that build on their prior attainment and enables them to develop clear and realistic plans for their future.

- Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their programmes of study. Learners who fall behind are helped to catch up and the most able are stretched.
- Learners develop personal, social and employability skills including through high quality non-qualification activities and work experience relevant to their needs. They are punctual and attendance is high.
- Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Britain.
- The great majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing.
- The great majority of learners progress to higher levels during and after their study programme. They complete their programmes of study, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.

Satisfactory (3)

- All of the BSO standards may be met in relation to the sixth form provision, but it is not yet good. Any un-met BSO standards in relation to the sixth form provision are minor, easily rectified and do not have a serious impact on students' welfare, health and safety, academic or personal development.
- Effectiveness of the provision for sixth form students is not yet good.
- Safeguarding is effective.

Inadequate (4)

The sixth form provision is likely to be inadequate if any of the following applies.

- There are one or more un-met BSO standards in relation to the sixth form provision which have a negative impact on students' welfare, health and safety, academic or personal development, including the promotion of students' spiritual, moral, social and cultural development.
- Leadership of sixth form provision is weak.
- Programmes of study are insufficiently challenging or relevant to learners' prior attainment or planned next steps.
- Weak assessment practice or poor planning mean that teaching fails to meet learners' needs.
- Learners, or groups of learners, make inadequate progress from their starting points.
- Too few learners are retained on their courses or achieve their core aim.
- Learners, or groups of learners, are ill-prepared for their next steps in terms of attainment, personal skills or behaviours.
- Too many learners, or groups of learners, are unsuccessful in securing relevant sustained education, employment or training.
- Safeguarding is ineffective.

Annex A. Additional guidance

1.15 Evaluating the quality of boarding and residential provision in schools

44. Where the school provides boarding or residential provision, inspectors will make four key judgements on that provision. These judgements are made in accordance with the guidance and grade descriptors in the evaluation schedule for the inspection of boarding and residential provision in schools.⁵
45. If the provision does not meet one or more of the BSO minimum standards, the following standard phrase must appear as one of the recommendations in the inspection report:
 - 'The school must ensure that it meets the BSO minimum standards for boarding schools that have not been met.'
46. The BSO minimum standards not met should be listed towards the end of the report.
47. Inspectors must consider the impact of the judgements on the boarding/residential provision on the judgements for the whole school. To do this, they will need to take account of the proportion of boarders/residential pupils in the school and the seriousness of the issues found.

⁵ 'Inspections of boarding and residential provision in schools: the inspection framework', Ofsted, 2015;
www.gov.uk/government/publications/the-framework-for-inspecting-boarding-and-residential-provision-in-schools.

