

# Guidance for Inspectors

## What we inspect

Independent schools –  
for inspections from 2022



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

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## Introduction

This handbook sets out what inspectors need to consider when evaluating the five inspection areas in independent schools from 2022. It explains 'what we inspect'. It should be read in conjunction with the document 'how we inspect' which sets out our approach to inspection in light of the COVID-19 pandemic.

The guidance is essential reading for reporting inspectors and all other members of the inspection team, including the nominee. It may also be useful for providers to support their understanding of the inspection guidance. There is a separate handbook that explains the inspection process and methodology, '[How we inspect](#)'.

You can find the detailed guidance on the regulations for registration for independent schools in annex 1 of this document.

There is further information about inspections on our website [www.estyn.gov.wales](http://www.estyn.gov.wales)

The five inspection areas are set out below.

### Inspection areas

#### IA1 Learning

- 1.1 Standards and progress overall

#### IA2 Wellbeing and attitudes to learning

- 2.1 Wellbeing
- 2.2 Attitudes to learning

#### IA3 Teaching and learning experiences

- 3.1 The breadth, balance and appropriateness of the curriculum
- 3.2 Teaching and assessment

#### IA4 Care, support and guidance

- 4.1 Personal development
- 4.2 Safeguarding

#### IA5 Leadership and management

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

## Evaluating each inspection area (IA)

Inspection teams will not give overall grades for each inspection area. However, they will make a robust and thorough evaluation of the school's provision and its impact on pupils' learning and wellbeing.

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

Where inspectors identify any interesting or innovative practice that is worthy of sharing more widely, they will invite the school to complete a case study. We showcase a range of these case studies on our website.

## About the school

This section of the report will be brief and contain only factual background information about the school. It will not contain any evaluation of the school or its provision. The reporting inspector normally agrees the content of this section with the school during the inspection and during the school's factual check of the draft report prior to publication. Where there is disagreement about the content of this section, the reporting inspector will make the final decision about what to include in the report.

This section will contain brief information on:

- the size, nature and location of the school, including the proprietor status of the school such as the administration group and /or charitable trust
- the background and circumstances of the pupils
- the linguistic background of the pupils
- any important changes since the last inspection
- any other relevant factors, such as the proportion of pupils with additional learning needs or the degree to which pupils leave or join the school during the academic year
- the date of appointment of the headteacher
- the month/year of the school's previous inspection

## Overview

This section of the report should:

- contain a short overview of the main findings (200-300 words), outlining the key strengths and any important weaknesses that require improvement
- make the link between pupils' outcomes, the quality of the provision and the effectiveness of leadership
- be consistent with the findings in the body of the report

## **Compliance with the regulations for registration**

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

## **Recommendations**

Recommendations should:

- link closely to the main evaluation areas of the inspection guidance with the weightiest recommendations reflected in the summary or main findings
- give the provider a clear and specific indication of the area(s) that require improvement
- help the provider to understand clearly what they should do to make the necessary improvements
- be written in order of priority, not in the order of the guidance

## **What happens next**

The ‘what happens next’ section will set out what the provider needs to do following the inspection. In all cases, leaders will need to respond to the recommendations by putting in place the actions needed to make the improvements identified by the inspection team.

It should exemplify any interesting or innovative practice case studies that we have invited leaders to share.

This section will explain if the school requires follow-up because it has not met all of the Independent School Standards (Wales) Regulations 2003.

## **The evidence base of the inspection**

Inspectors use a wide range of evidence to make sure that their findings are valid, accurate and reliable. This section of the report will explain the sources of evidence that they used as well as the range of activities that they carried out during their visit to the school.

## Inspection areas

The following section explains what each inspection area covers and what inspectors need to keep in mind when evaluating each one.

The inspection areas are numbered 1 – 5, but they are all equally important. Within each inspection area, the report will not always cover the aspects in the order they appear in this handbook. For example, in Inspection Area 3 - Teaching and learning experiences, inspectors may write about teaching before the curriculum if this makes the report clearer or they may combine elements of teaching and curriculum to explain their findings where appropriate.

The report on each inspection area will normally be around 500 words.

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

## Inspection area 1: Learning

### 1.1 Standards and progress in learning and skills

When evaluating the development of pupils' knowledge, skills and achievement, inspectors should base their evaluations on first-hand evidence, for example from observations of pupils in lessons, learning walks, scrutiny of pupils' work and discussions with pupils. Careful observation of pupils in lessons and talking to pupils will provide evidence of their listening and speaking skills, their numeracy skills and mathematical knowledge, and their metacognition skills. Scrutiny of work, including work created digitally, will provide evidence on how well pupils can write clearly and use their reading and writing skills, and how well they can use their numeracy and digital skills in a range of subjects. Where appropriate, listening to pupils read aloud and discussing the text with them will help inspectors understand how well pupils can read for understanding.

Inspectors should **report** clearly on pupils' standards of:

- listening and reading
- speaking and writing
- numeracy
- digital skills

When evaluating **pupils' learning, progress and achievement**, inspectors should consider how well the school is doing overall and the standards pupils achieve, and progress made, by individual and groups of pupils.

Inspectors should consider how well pupils:

- develop the knowledge, understanding and skills appropriate to their ages and starting points
- make progress across the school, especially since starting school, from one phase to another and during the school year
- recall previous learning, acquire new knowledge, understanding and skills, and

- develop their thinking and problem-solving skills
- apply their skills, knowledge, and understanding to new situations, both in and outside of the classroom

Inspectors should evaluate the progress of all pupils across the school including that of different groups of pupils. Depending on the school's context, this might include pupils with English as an additional language (EAL), pupils who are more able, pupils with alternative timetables or regularly receiving education off-site and those from minority ethnic groups.

When evaluating the **progress of specific groups of pupils**, inspectors should consider:

- whether specific groups of pupils are making as much progress as they could in relation to their starting points
- how much progress pupils with additional learning needs (ALN) make in relation to their individual targets and starting points, taking into account their individual needs and abilities
- the progress of pupils with relatively weak skills who do not receive support for additional learning needs

When evaluating **pupils' skills**, inspectors should consider how well all pupils:

- develop the skills they need to access the whole curriculum and to learn effectively.
- have the literacy, numeracy and digital skills that they need and use them in their work across the curriculum
- progressively develop their skills in reading, thinking and understanding
- develop the communication and processing skills necessary to engage successfully in classroom interaction with teachers and with other pupils
- develop their artistic, creative and physical skills across the curriculum, for example through fieldwork and environmental studies or play and active learning outdoors
- solve problems and find alternative and creative solutions
- where appropriate, develop their technical and vocational skills, for example during the secondary phase

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

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

There are several factors to consider:

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

Where appropriate, inspectors should consider pupils' ability to speak and respond to spoken Welsh, taking into account the school's context and pupils' starting points. Inspectors should consider the progress pupils make in developing their communication skills in Welsh through their learning across the curriculum and in more informal contexts.

In schools that educate **pupils with additional learning needs**, inspectors should evaluate:

- the extent to which pupils develop their fine and gross motor skills, their mobility and their independent living skills
- how effectively pupils develop their social skills, including their ability to relate to other pupils, staff and visitors to the school
- the extent to which pupils develop the skills they need to prepare them for future life

Where appropriate, inspectors should consider the differences between the progress of pupils with different types of additional learning needs, for example autistic learners and those with profound and multiple learning difficulties (PMLD).

The absence of performance data for 2020 and 2021 means that inspectors will not be able to identify trends in examination performance for secondary and all age schools. Inspectors should base their evaluation of pupils' learning on evidence from lesson observations, discussions with pupils and scrutiny of their written, practical and digital work. They will consider how well the school uses its own assessment information to monitor and support the progress of individual and groups of pupils in inspection area 3 (teaching and learning experiences) and in inspection area 5 (leadership and management).

## Inspection area 2: Wellbeing and attitudes to learning

### 2.1 Wellbeing

Inspectors should consider the responses to the pre-inspection questionnaires from learners, parents and staff carefully, particularly where respondents disagree with particular questions. Inspectors should consider evidence from observations of pupils interacting in classes, at break and lunchtime and around the school, as well as evidence from discussions with individuals and groups.

Inspectors should consider the extent to which pupils feel **safe and secure** and free from physical and verbal abuse and that they are respected and treated fairly. They should consider how well they are becoming **healthy, confident individuals** and understand, for example, how to make healthy choices relating to diet, physical activity and emotional wellbeing, including how to keep themselves safe online.

Inspectors should consider how well all pupils:

- use this understanding in their life at school
- develop their physical skills and make healthy choices, for example in responding positively to opportunities to undertake a range of physical activities during lessons, at break and lunchtime and through after-school clubs and activities
- develop as **ambitious, capable learners** who are ready to learn and show

**confidence and resilience**, for example in the way they interact with adults and persevere with their work

- develop as **ethical, informed citizens**, for example through their awareness of fairness, equality, sustainability and children's rights
- develop as enterprising, creative contributors, for example in the way they explore problem solving
- develop their understanding of the purposes of rules, rewards and sanctions in school, and how laws are formed and apply to wider society

Inspectors should consider the extent to which all pupils, including those with additional learning needs, are ready to take on **leadership roles and responsibilities** and to play a full part in the life and work of the school, for example as members of the school council, peer mentors or digital ambassadors. They should consider whether pupils feel that adults in the school listen to their views and take them into account in decisions that affect them.

## 2.2 Attitudes to learning

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

Inspectors should consider:

- the extent to which pupils are ambitious, confident, capable and independent learners
- how well pupils engage with new, unfamiliar experiences and ideas
- pupils' level of interest in their work
- how readily pupils engage in and complete tasks
- how well they sustain concentration and avoid distractions
- how well pupils persevere or look for new solutions when they face difficulties
- the extent to which pupils value and demonstrate respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them
- how well pupils value and respond to feedback from adults and their peers
- how effectively pupils use feedback to move their learning forward

When considering **standards of behaviour**, inspectors should observe whether pupils are considerate and relate well to each other and adults. They should consider the extent to which pupils demonstrate good standards of behaviour:

- in lessons and moving around the school
- during activities such as group work and whole-school assemblies
- at lunchtime and breaks or playtimes

Where relevant, inspectors should consider the extent to which pupils with a history of exclusion in their current or previous school demonstrate improved behaviour and attitudes to learning. They should not routinely report on the number of exclusions, but may decide to do so exceptionally, for example where it is notably higher than the proportion usually found and/or shows an increasing trend.

When evaluating **participation and enjoyment in learning**, inspectors should use evidence from lessons, scrutiny of pupils' work, discussions with pupils and

observation of their engagement in lunchtime and after-school clubs and activities.

Reports should not contain an evaluation of rates of attendance over recent time, due to school closures during the pandemic. Instead, the following paragraph should be used in all reports:

Owing to the coronavirus pandemic, inspectors will not report pupils' rates of attendance during the academic years 2020-2021 and 2021-2022. Inspectors will, however, consider the school's provision for monitoring and improving attendance as part of inspection area 4 (care, support and guidance).

### Inspection area 3: Teaching and learning experiences

#### 3.1 The breadth, balance and appropriateness of the school's curriculum

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

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

The curriculum complies with the law if it:

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

When evaluating a **provider's curriculum**, inspectors should consider how well the school is aligning the development and delivery of their curriculum to their shared vision for curriculum and teaching. Inspectors should consider how the choices leaders and staff are making align with this vision to support pupils to make progress in their knowledge, skills and understanding.

Independent schools are not required to follow the foundation phase (FP) (unless the school receives EYDCP funding for children under five) or the National Curriculum (NC), although they may do so in practice. Inspectors should take account of any particular philosophies or styles that may influence how the school designs the curriculum, for example in faith schools. Inspectors should evaluate whether learning experiences meet the needs of pupils. They should have no preference for any particular curriculum model.

When evaluating **the provider's curriculum**, inspectors should consider how well:

- the school provides learning experiences that inspire pupils and raise their aspirations around future careers and the world of work, helping them to make informed choices
- the school meets the needs of all pupils and how well teachers and other practitioners take full account of individual pupils' learning needs in the planning of the curriculum, including the delivery of individual lessons and sequences of lessons
- the curriculum builds systematically and coherently on pupils' existing knowledge, understanding and skills to secure progression as they move through the school
- the provider develops their curriculum to fully reflect the nature of their context, including designing learning activities that reflect the cultural, linguistic and diverse nature of Wales and the wider world, including how the provider plans for teaching pupils about the history and experiences of Black, Asian and Minority Ethnic communities and LGBT+ people
- the school's curriculum provides for specific groups of pupils. In schools with pupils receiving part of their education off-site or on-site in nurture groups or inclusion provision, inspectors should evaluate how well this curriculum meets these pupils' needs
- the school provides authentic and engaging learning experiences for pupils and how well practitioners develop pupils' knowledge and skills
- the curriculum enables pupils to acquire the necessary knowledge and skills in listening and reading, speaking and writing, numeracy and digital to support their work and enable progression across the curriculum

When evaluating the quality of **learning experiences**, inspectors should consider:

- the extent to which learning experiences across the school stimulate and challenge the full range of pupils and support them to make the best possible progress
- whether the curriculum provides pupils with a suitable breadth and depth of learning experiences across all disciplines and areas of learning and experience to develop their interests and wider skills
- the nature and extent of learning outside the classroom that links directly to the planned curriculum, for example, maximising the use of the provider's outdoor spaces and using visits to support the development of pupils' understanding of a specific area of learning
- how the school enriches the curriculum through additional activities, such as clubs and lunchtime or after-school activities offered by the school, and how well these activities contribute to the breadth of the wider curriculum

When evaluating the school's **personal and social education** programme, inspectors should consider how well it:

- supports the development of the social and emotional skills of all pupils from all backgrounds
- helps pupils to develop the skills, knowledge and understanding they need to make healthy lifestyle choices, for example in relation to healthy eating and drinking, substance misuse, relationships and sexuality education (RSE) and online safety
- supports pupils' wellbeing and mental health, for example following periods when the school is closed to pupils
- helps pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing

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

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

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

### **3.2 Teaching and assessment**

When evaluating teaching and assessment, inspectors should note that there is no preferred methodology that teachers should follow, and that teachers may use a range of different approaches over time. The key consideration is whether classroom practice is successful in engaging all pupils and developing their skills, knowledge and understanding to an appropriately high level as they move through the school.

Inspectors should consider:

- how well teaching and assessment support the delivery of the school's curriculum
- the extent to which teachers and other practitioners have high expectations of all pupils
- whether teachers' subject knowledge is expert enough within the areas of the curriculum that they teach
- the extent to which teachers and other practitioners have clear objectives for pupils' learning and use a range of approaches and resources to engage and support all pupils to achieve as well as they can.
- how effectively teachers make their classes stimulating and engaging places in which all groups of pupils, including the most and least able, can learn productively
- the clarity of teachers and practitioners' explanations and how well they support the development of pupils' skills, knowledge and understanding

- how well teachers and other practitioners manage pupils' behaviour and whether they treat all pupils equally and with appropriate respect
- how successfully teachers use other staff to support pupils' learning

When evaluating the **quality of feedback** from teachers and other practitioners, inspectors should consider how well verbal and written feedback helps pupils to know how well they are doing and what they need to do to improve. They should evaluate the effectiveness of the feedback that pupils receive about work they have completed online or digitally.

Inspectors should consider:

- the extent to which teachers develop pupils' thinking and understanding through skilful questioning and monitoring of pupils' learning
- how effectively teachers and other practitioners respond to pupils' learning during lessons and activities and adapt their approach accordingly
- how successfully teachers provide relevant, purposeful opportunities for pupils to assess their own and their peers' learning where appropriate

Inspectors should evaluate how well teachers develop a shared understanding of progression to ensure that their **assessments** are valid, accurate and reliable. When evaluating teachers' use of the outcomes of their own and external assessments, inspectors should consider how well they use this information to:

- plan lessons and the next steps in pupils' learning inform teaching and learning, and to help pupils to understand their own strengths and areas for improvement
- assess the progress and development of individuals and specific groups, for example those pupils at risk of underachievement or those who are more able

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

When evaluating teaching and assessment, inspectors should use the full range of evidence available to them. This is likely to include evidence from pupils' work (including that completed online), teachers' planning, assessment records, information on pupils' progress, discussions with pupils and staff as well as lesson observations and learning walks undertaken by members of the inspection team.

## **Inspection area 4: Care, support and guidance**

### **4.1 Personal development (including spiritual, moral, social and cultural development and the provision of learning support)**

When evaluating the provision for **pupils' personal development**, inspectors should consider how well the school:

- supports all pupils' emotional, health and social needs so that they can engage positively with the school and benefit from the opportunities that it offers
- provides well-considered support for pupils' physical and mental health and wellbeing, for example following the recent pandemic

When evaluating the **provision of learning support**, inspectors should consider how well the school:

- makes provision for pupils with additional learning needs
- tracks the progress of these pupils in relation to the targets in their individual plans, and their progress from their individual starting points
- provides assurance that any pupils educated off-site or on-site receive appropriate support
- uses partnerships with other schools or agencies to provide effective support for learners with additional learning needs or who may need extra support

Inspectors should consider whether the school's culture promotes pupils' **spiritual, moral, social and cultural development** appropriately. They should consider whether provision is effective in supporting all pupils to participate in decision-making at a school level, including the opportunities they have to influence what and how they learn. They should evaluate the effectiveness of the school council and other pupil groups, for example those that encourage pupils to express their views about teaching, learning and the curriculum.

Inspectors should consider how well the school:

- helps pupils, including those from different groups, to take on responsibilities and contribute to the school and wider community
- helps pupils to develop an understanding of their identity, heritage and culture and how they relate to the local community and the wider world
- helps pupils to understand issues relating to equality, diversity and inclusion and develops the values of respect, empathy, courage and compassion
- fosters shared values, such as honesty, fairness, justice and sustainability
- helps pupils to understand the needs and rights of others, both locally and as members of a diverse world and promotes human rights
- challenges stereotypes in pupils' attitudes, choices and expectations
- promotes principles that help pupils to distinguish between right and wrong
- provides effective opportunities for pupils to develop secure values and to explore their spiritual and ethical beliefs
- develops pupils' ability to reflect on fundamental questions and on their own beliefs or values
- encourages pupils to use their imagination and to engage with the creative arts through their studies, extra-curricular activities and educational visits
- gives pupils the opportunity to participate in performance and events as individuals and in groups, to foster their self-confidence and expressive capacities, their ability to contribute creative ideas and their ability to work in a team
- provides opportunities to encourage pupils to participate in the arts and in sport and recreation, for example through sports teams and tournaments, performances or Eisteddfodau

Inspectors should evaluate how well the school provides effective, impartial **guidance and advice** to learners, for example relating to future career choices. They should consider how well the provider helps to prepare young people for the

opportunities, responsibilities and experiences of adult life, including education about careers and work-related experiences and the importance of regular attendance.

## 4.2 Safeguarding

Inspectors should evaluate the school's approach to safeguarding, and the degree to which leaders promote and support a **culture of safety and wellbeing** within the school community whether on-site, off-site or online. They should evaluate how well staff, proprietors and governors (where appropriate) promote this culture in the way they understand and implement the school's safeguarding approaches. The Welsh Government has issued specific statutory guidance about safeguarding matters and schools should comply with these requirements.

On every inspection, inspectors should consider the effectiveness of the **school's own evaluation of its safeguarding arrangements**, and any actions planned or taken to address any identified shortcomings. They should check whether all staff have received a suitable range of safeguarding training at the appropriate level. Inspectors should consider the school's provision to improve attendance and behaviour where this is appropriate.

Inspectors should consider the full range of evidence available including, for example pupils', parents' and staff responses to the pre-inspection questionnaires. They should consider whether pupils feel safe in school, and how well pupils believe that the school's leaders will take seriously any concerns they have about their safety.

On every inspection, inspectors should consider the effectiveness of the **school's own evaluation of its safeguarding arrangements**, and any actions planned or taken to address any identified shortcomings. They should check whether all staff have received a suitable range of safeguarding training at the appropriate level. Inspectors should consider the school's provision to improve attendance and behaviour where this is appropriate.

Inspectors should consider how well the school:

- responds to, records and manages any alleged incidents relating to prejudice-related bullying, harassment and discrimination, whether by staff or by fellow pupils, including onward referral and reporting where appropriate
- develops pupils' knowledge and understanding (in line with their stage of development) of emotionally damaging or unsafe behaviours, for example grooming, sexual harassment, discrimination, bullying and extremism
- keeps pupils safe from the dangers of radicalisation and exploitation
- uses its arrangements to promote and support an anti-bullying culture and a positive approach to managing pupils' behaviour, including the appropriate use of exclusions
- uses its records to improve the quality of provision

Inspectors should consider the provider's **record-keeping processes** for attendance and absences from school (this may include absences for all or part of the school day). They should consider how well the school addresses persistent absenteeism, for example through partnerships with education welfare services, social care services, health services, youth services or the police.

Inspectors should consider the general **security of the school buildings and site**, and how well leaders promote an awareness of risks to pupils' wellbeing.

Inspectors should check whether the school has appropriate policies, procedures and reporting arrangements in relation to physical interventions. They will examine any areas used for withdrawal.

When considering **child protection arrangements**, inspectors should consider:

- the identification and support provided for children in need or at risk of significant harm, and those pupils who are looked after by the local authority
- whether staff and leaders at all levels know what to do if they have concerns about a pupil, or an adult's behaviour towards pupils
- whether the school has robust procedures to ensure the suitability of staff and others who are in contact with pupils, and maintains a current record of these checks

Inspectors will report on where the school's arrangements to keep pupils safe meet requirements and give no cause for concern. Inspectors should report on obvious breaches of health and safety or safeguarding legislation, particularly in regard to the Independent School Standards (Wales) Regulations 2003 under this inspection aspect. In considering safeguarding matters, inspectors should also take into account the security of the school buildings and site. They should consider whether it is appropriate to describe the nature of any strengths or shortcomings in the report, for example to allay parents' concerns. Where arrangements do not meet requirements, inspectors should normally include a recommendation to improve the provision. After the inspection, we will issue a 'wellbeing letter' to the school to seek assurance that they are addressing the shortcoming(s) suitably.

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

If the school offers day-care for under-8s and/or boarding accommodation or if there is residential accommodation linked to the school for example, a children's home, the reporting inspector will contact CIW prior to the inspection. The purpose of this contact is to establish whether CIW have any information about the education setting that Estyn should be aware of.

## **Inspection area 5: Leadership and management**

### **5.1 Quality and effectiveness of leaders and managers**

Inspectors should evaluate the extent to which leaders and managers have established and communicated a clear **vision**. They should consider whether there are appropriate aims, strategic objectives, plans and policies that focus on meeting all pupils' needs. Inspectors should consider how well leaders ensure that pupils

achieve as well as would normally be expected for their stage of development. They should consider the priority that leaders have given to ensuring that all staff understand and promote the school's **safeguarding culture**.

When evaluating the **effectiveness of leadership**, inspectors should consider how well leaders at all levels:

- set high expectations for staff, pupils and themselves
- develop an effective, engaged team of teachers and support staff, and actively promote staff wellbeing
- model and promote professional values and behaviours that contribute positively to school improvement and effective collaboration between staff and with other providers
- ensure that staff at all levels understand and discharge their roles and responsibilities
- manage the performance of staff in order to improve their practice, and address issues of underperformance robustly and directly where necessary
- how successful leaders and managers are in ensuring the school complies with the Independent School Standards (Wales) Regulations 2003.

Inspectors should consider how well leaders and managers act in accordance with the **principle of sustainable development** and how well they make decisions, for example relating to spending, and set priorities for improvement that balance immediate, short-term needs with the long-term needs of pupils and their local community. Inspectors should evaluate whether the **financial resources** are managed effectively.

Inspectors should evaluate how well **the proprietor and /or supervisory boards or governors** understand and discharge their roles and responsibilities. When evaluating the effectiveness of governance, inspectors should consider to what extent the proprietor and /or supervisory boards or governors:

- fulfil their statutory obligations and take full account of relevant legislation and guidance, including in relation to how they manage complaints and appeals from parents
- contribute purposefully to the setting of the school's strategic priorities
- have a clear understanding of the school's strengths and areas for development
- provide an appropriate balance of support and challenge and hold senior leaders to account on behalf of the community in their role as a 'critical friend'

Inspectors should consider how well the school's leaders establish productive **relationships with parents** and have effective lines of communication with them so that they can raise any issues that may affect their child's learning and wellbeing. For example, the school may provide information on the curriculum, guidance on the benefits of regular pupil attendance, workshops for parents on how to help their child to develop their reading skills and support for families of pupils with additional learning needs. Inspectors should consider the extent to which the school actively helps to develop parents' capacity to support their own children, for example during the recent pandemic.

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

## 5.2 Self-evaluation processes and improvement planning

Inspectors should evaluate how accurately leaders and managers know the school's strengths and weaknesses. They should focus on the effectiveness and impact of the school's self-evaluation and improvement processes, rather than the quality of documentation. When evaluating these processes, inspectors should consider how well the school:

- involves all of its staff, as well as a wide range of partners, including pupils and parents
- gathers and analyses robust first-hand evidence of standards and provision
- maintains a clear focus on the impact of its provision on pupil progress and wellbeing
- uses self-evaluation findings, together with other information, to devise relevant priorities and actions for improvement
- sets specific, realistic timescales and allocates appropriate responsibility for securing improvement
- supports improvement priorities through the appropriate allocation of resources
- ensures that spending decisions and financial planning link appropriately to its strategic improvement priorities
- monitors and evaluates progress against its priorities and adapts its approaches where necessary
- uses evaluative approaches to assure leaders and governors of the effective operation of key policies and procedures, for example in relation to safeguarding

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

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

## 5.3 Professional learning

Inspectors should evaluate to what extent leaders have created a positive culture and ethos to promote and support the professional learning of all staff. They should consider whether professional learning to improve teaching had a positive impact in developing classroom provision that meets learners' needs.

When evaluating **professional learning**, inspectors should consider how well the school:

- links professional learning clearly to self-evaluation findings and improvement priorities

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- engages all staff in purposeful activities that support the development of their professional knowledge, understanding and teaching and leadership skills
- ensures that professional learning encourages innovation and is focused consistently on securing improvements in pupils' progress and wellbeing
- identifies good practice within the school and ensures that other staff may benefit from it
- collaborates with other schools, initial teacher education providers and providers of professional learning to share and to develop professional practice
- monitors the impact of professional learning on the effectiveness of teaching and leadership, and on pupils' progress and wellbeing

## Annex 1: Guidance on the regulations for registration for independent schools

### Introduction

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

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

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

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

Independent school standards	Evaluations in independent school inspection guidance	Method of report
<b>Quality of education provided</b>		
1.1 The quality of education provided by the school meets the standard if the requirements in sub-paragraphs (2) to (5) are met.		
1-2 The school must draw up and implement effectively a written policy on the curriculum supported by appropriate plans and schemes of work, which provides for:		
1-2a full time supervised education for all pupils of compulsory school age, which gives pupils experience in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;	3.1.1;	Evaluation under IA3
1-2b subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;	3.1.1;	Evaluation under IA3
1-2c pupils to acquire skills in speaking and listening, literacy and numeracy;	1.1; 3.1.1	Evaluation under IA3
1-2d where the principal language of instruction is a language other than English or Welsh, lessons in written and spoken English or Welsh, except that this requirement will not apply in respect of a school or part of a school which provides education for pupils who are temporarily resident in Wales and which follows the curriculum of another country;	3.1.1; 3.1.13.1	Evaluation under IA3
1-2e where a pupil has a statement, education, which fulfils its requirements;	1.1; 3.1.1; 3.13.2	Evaluation under IA3

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Independent school standards	Evaluations in independent school inspection guidance	Method of report
1-2f personal, social and health education, which reflects the school's aims and ethos;	4.2.2;	Evaluation under IA4
1-2g appropriate careers guidance for pupils receiving secondary education;	3.1.1; 4.2.2;	Evaluation under IA4
1-2h where the school has pupils below or above compulsory school age, a programme of activities which is appropriate to their needs;	1.1; 1.1 3.1.13.1	Evaluation under IA3
1-2i the opportunity for all pupils to learn and make progress; and	1.1; 1.11.1 3.1.1; 3.1	Evaluation under IA1
1-2j appropriate preparation of pupils for the opportunities, responsibilities and experiences of adult life.	1.1; 1.1; 2.1; 2.2;	Evaluation under IA1
1-3 The teaching at the school must:		
1-3a enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;	1.1; 3.1.1;	Evaluation under IA3
1-3b foster in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;	1.1; 1.1 3.1.1	Evaluation under IA3
1-3c involve well-planned lessons, effective teaching methods, suitable activities and wise management of class time;	3.1.1;	Evaluation under IA3
1-3d show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account in the planning of lessons;	3.1.1; 3.2;	Evaluation under IA3
1-3e demonstrate appropriate knowledge and understanding of the subject being taught;	3.1.1; 5.3;	Evaluation under IA3
1-3f utilise effectively classroom resources of an adequate quality, quantity and range;	3.1;	Evaluation under IA3
1-3g demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from such assessments to plan teaching so that pupils can progress; and	3.1; 3.2;	Evaluation under IA3
1-3h encourage pupils to behave responsibly.	2.1; 2.2; 3.1; 3.2; 4.1;	Evaluation under IA3
1-4 The school must have in place a framework for pupil performance to be evaluated, by reference either to the school's own aims as provided to parents or national norms, or to both.	3.1; 3.2;	Evaluation under IA3
1-5 The school must provide effective education for all pupils within a class to make progress, including pupils with statements and those for whom Welsh or	1.1; 3.1; 3.1; 3.1	Evaluation under IA1

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Independent school standards	Evaluations in independent school inspection guidance	Method of report
English is an additional language.		
<b>Spiritual, moral and cultural development of pupils</b>		
2	The spiritual, moral, social and cultural development of pupils at the school meets the standard if the school promotes principles which:	
2a	enable pupils to develop their self-knowledge, self-esteem and self-confidence;	2.1; 2.2; 4.1; Evaluation under IA2
2b	enable pupils to distinguish right from wrong and to respect the law	2.1; 2.2; 4.1; Evaluation under IA2
2c	encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;	2.1; 2.2; 3.1; 4.1; Evaluation under IA4
2d	provide pupils with a broad general knowledge of public institutions and services;	3.1; 4.1; Evaluation under IA4
2e	assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.	3.1; 4.1; Evaluation under IA4
<b>Welfare, health and safety of pupils</b>		
3-1	The welfare, health and safety of pupils at the school meet the standard if the requirements in sub-paragraphs (2) to (9) are met.	
3-2	The school must draw up and implement effectively a written policy to:	
3-2a	prevent bullying, which has regard to National Assembly circular 23/03 'Respecting Others: Anti-bullying Guidance' and 'Respecting Others: Anti-bullying Overview Guidance' document: 050/2011	2.1; 2.2; 4.1; 4.3; Evaluation under IA4
3-2b	safeguard and promote the welfare of children who are pupils at the school, which should have regard to Circular 158/2015 - Keeping Learners Safe: the role of local authorities and governing bodies under the Education Act 2002; See also - Welsh Government Circular 009/2014 – Safeguarding Children in Education: Handling Allegations of abuse against teachers and other members of staff	2.1; 4.1; 4.2 Evaluation under IA4
3-2c	safeguard and promote the health and safety of pupils on activities outside the school which has regard to 'Educational Visits – A safety guide for learning outside the classroom' 2008 – this document incorporates and supersedes previous National Assembly circular 2/99 "Health and Safety of Pupils on Educational Visits A Good Practice Guide"; and	4.2; Evaluation under IA4
3-2d	promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour.	2.1; 4.1; 4.2; Evaluation under IA4
3-3	Where the school provides boarding accommodation, that provision must have	4.1; 4.2; Evaluation under IA4

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<b>Independent school standards</b>	<b>Evaluations in independent school inspection guidance</b>	<b>Method of report</b>
regard to the National Minimum Standards for Boarding Schools 2003 or where applicable the National Minimum Standards for Residential Special Schools 2003.		<b>In conjunction with CIW</b>
3-4 The school must have regard to any National Assembly guidance on health and safety responsibilities and powers of schools.	4.2; 5.1	Evaluation under IA4
3-5 The school must have a satisfactory level of fire safety, identified by: (a) the school's risk assessment under regulation 3 of the Management of health and safety at work Regulations 1999 insofar as it relates to obligations under Part II of the Fire precautions (Workplace) Regulations 1997; and (b) any report from the Fire Authority.	4.2;	Evaluation under IA4
3-6 The school must have and implement effectively a satisfactory written policy on First Aid.	4.2;	Evaluation under IA4
3-7 School staff must be deployed to ensure the proper and effective supervision of pupils.	4.2;	Evaluation under IA4
3-8 The school must keep a written record of the sanctions imposed upon pupils for serious disciplinary offences.	2.1; 4.1; 4.2	Evaluation under IA4
3-9 The school must maintain an admission register and an attendance register in accordance with the Education (Pupil Registration) Regulations 2010.	4.1; 4.2;	Evaluation under IA4
<b>Suitability of proprietors &amp; staff</b>		
4 The suitability of proprietors and staff at the school meets the standard if:		
4a in the case of a proprietor who is an individual, the proprietor has applied for an appropriate criminal record certificate and that application has been countersigned by the National Assembly for the purposes of Part V of the Police Act 1997;	4.2;	Evaluation under IA4
4aa in the case of a proprietor which is a corporation, Scottish firm or body of persons, the responsible individual has applied for an appropriate criminal record certificate and that application has been countersigned by the National Assembly for the purposes of Part V of the Police Act 1997;	4.2;	Evaluation under IA4
4b in the case of a proprietor which is a corporation, Scottish firm or body of persons, the proprietor ensures that there is available in respect of each member of the corporation, firm or body an appropriate criminal record certificate, if both the following conditions apply: (i) the member is treated as a member for the purposes of paragraph 2 of the	4.2;	Evaluation under IA4

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Independent school standards	Evaluations in independent school inspection guidance	Method of report
<p>schedule to the Independent Schools (Provision of Information) (Wales) Regulations 2003 (members holding less than 5% of a company’s share capital to be disregarded); and</p> <p>(ii) the member is an individual in respect of whom the Secretary of State must issue a criminal record certificate under section 113A of the Police Act 1997 in response to a duly made application for such a certificate;</p>		
<p>4bb prior to the appointment of any member of staff to work at the school, where the prospective member of staff is an individual in respect of whom the Secretary of State must issue a criminal record certificate under section 113A of the Police Act 1997, the proprietor ensures that:</p> <p>(i) the individual has applied for an appropriate criminal record certificate; and</p> <p>(ii) the individual makes the certificate available to the proprietor;</p>	4.2;	Evaluation under IA4
<p>4c prior to confirmation of their appointment, checks are carried out on members of staff to confirm their identity, medical fitness, previous employment history, character references, and where appropriate, qualifications and professional references, and that information must be taken into account in determining whether an appointment is confirmed. National Assembly circular 34/02 “Child protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service” provides best practice advice on pre-appointment checks;</p> <p>See also Circular 158/2015 - Keeping Learners Safe: the role of local authorities and governing bodies under the Education Act 2002;</p>	4.2;	Evaluation under IA4
<p>4d where members of staff will care for, train, supervise or be in charge of children in boarding accommodation, they also comply with Standard 38 of the National Minimum Standards for Boarding Schools 2003 or where applicable Standard 27 of the National Minimum Standards for Residential Special Schools 2003;</p>	4.2;	Evaluation under IA4  <b>In conjunction with CIW</b>
<p>4e neither the proprietor nor any member of staff carries out work, or intends to carry out work, in contravention of a direction under section 142(1) of the 2002 Act; and</p>	4.2;	Evaluation under IA4
<p>4f any foreign national working at or for the purposes of the school is subject to the checks set out in the National Assembly for Wales guidance ‘Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service’ (circular 34/02).</p> <p>See also Circular 158/2015 - Keeping Learners Safe: the role of local authorities and</p>	4.2;	Evaluation under IA4

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Independent school standards	Evaluations in independent school inspection guidance	Method of report
governing bodies under the Education Act 2002;		
<b>Premises &amp; boarding accommodation</b>		
5 The premises and boarding accommodation at the school meet the standard if:		
5a the water supply meets the requirements of the 1999 Regulations;	5.1;	Evaluation under IA5
5b there is an adequate drainage system for hygienic purposes and the disposal of waste water and surface water;	5.1;	Evaluation under IA5
5c each load bearing structure is satisfactory and in accordance with the 1999 Regulations;	5.1;	Evaluation under IA5
5d the school has adequate security arrangements for the grounds and buildings;	4.2; 5.1;	Evaluation under IA4
5e premises, which are used for another purpose other than conducting the school, are organised to ensure that the health, safety and welfare of pupils are safeguarded and their education is not interrupted by other users;	4.2; 5.1;	Evaluation under IA4
5f the school buildings provide reasonable resistance to penetration by rain, snow, wind and moisture from the ground;	5.1;	Evaluation under IA5
5g there is sufficient access so that emergency evacuations can be accomplished safely for all pupils, particularly those with special needs;	4.2; 5.1;	Evaluation under IA5
5h access to the school allows all pupils, including those with special needs, to enter and leave the school in safety and comfort;	4.2; 5.1;	Evaluation under IA5
5i the premises have not been condemned by the Environmental Health Authority;	4.2; 5.1;	Evaluation under IA5
5j having regard to the number, age and needs (including any special needs) of pupils, classrooms are appropriate in size to allow effective teaching and do not compromise health or safety;	4.2; 5.1;	Evaluation under IA5
5k there are sufficient washrooms for staff and pupils, including facilities for pupils with special needs, taking account of the 1999 Regulations;	5.1;	Evaluation under IA5
5l there are appropriate facilities for pupils who are ill in accordance with the 1999 Regulations;	4.2; 5.1;	Evaluation under IA5
5m where food and drink is served, there are adequate facilities for its hygienic preparation, serving and consumption;	4.2; 5.1;	Evaluation under IA5
5n classrooms and other parts of the school are maintained in a tidy, clean and hygienic state;	4.2; 5.1;	Evaluation under IA5
5o sound insulation and acoustics allow effective teaching and communication;	5.1;	Evaluation under IA5
5p lighting, heating and ventilation in classrooms and other parts of the school are satisfactory in accordance with the 1999 Regulations;	5.1;	Evaluation under IA5

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Independent school standards	Evaluations in independent school inspection guidance	Method of report
5q there is a satisfactory and adequate maintenance of decoration;	5.1;	Evaluation under IA5
5r the furniture and fittings are appropriately designed for the age and needs (including any special needs) of all pupils registered at the school;	5.1;	Evaluation under IA5
5s there is appropriate flooring in good condition;	5.1;	Evaluation under IA5
5t there are appropriate arrangements for providing outside space for pupils to play safely;	4.2; 5.1;	Evaluation under IA5
5u where boarding accommodation is provided, it has regard to Standards 40-52 of the National Minimum Standards for Boarding Schools 2003 or, where applicable, Standards 23-26 of the National Minimum Standards for Residential Special Schools 2003; and	4.2;	Evaluation under IA5  <b>In conjunction with CIW</b>
5v the premises comply with the requirements of the Disability Discrimination (Prescribed Periods for Accessibility, Strategies, and Plans for Schools (Wales) Regulations 2003. See also Part 6, Section 88, Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act 2010	3.1; 3.2; 5.1;	Evaluation under IA5
<b>Provision of information</b>		
6-1 The provision of information by the school meets the standard if the requirements in sub-paragraphs (2) to (9) are met.		
6.2 Subject to sub-paragraph (10), the school must provide to parents of pupils and prospective pupils and on request to the Chief Inspector, the National Assembly, or a body approved under section 163(10)(b) of the 2002 Act :		
6-2a the school's address, e-mail address and telephone number, and the name of the head teacher;	5.1;	Evaluation under IA5
6-2b either – (i) where the proprietor is an individual, his or her full name, usual residential address and appropriate e-mail address and telephone number; or (ii) where the proprietor is a corporation, a Scottish firm or a body of persons, the address and telephone number of its registered or principal office;	5.1;	Evaluation under IA5
6-2c where the school has a governing body, the full name, usual residential address and telephone number of the Chairperson of that body;	5.1;	Evaluation under IA5
6-2d a statement of the school's ethos (including any religious ethos) and aims;	5.1;	Evaluation under IA5
6-2e particulars of the school's policy on and arrangements for admissions, discipline and exclusions;	4.1; 5.1;	Evaluation under IA5
6-2f particulars of educational and welfare provision for pupils with statements and	3.2; 5.1;	Evaluation under IA5

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Independent school standards	Evaluations in independent school inspection guidance	Method of report
for pupils for whom English or Welsh is an additional language;		
6-2g particulars of the policies (curriculum) prepared under paragraph 1(2) of this Schedule;	3.1; 3.1; 5.1;	Evaluation under IA5
6-2h particulars of the policies (prevention of bullying, safeguarding, health and safety, behaviour) prepared under paragraph 3(2) of this Schedule;	2.1; 4.1; 4.2; 5.1;	Evaluation under IA5
6-2i particulars of academic performance, including the results of any public examinations;	5.1;	Evaluation under IA5
6-2j details of the complaints procedure set out in accordance with paragraph 7 of this Schedule, and the number of complaints registered under the formal procedure during the preceding school year; and	5.1;	Evaluation under IA5
6-2k the number of staff employed at the school, including temporary staff, and a summary of their qualifications.	5.1; ;	Evaluation under IA5
6-3 Following an inspection under section 163 (1) of the 2002 Act the school must send to parents of every registered pupil, by a date specified by the body who conducted the inspection: (a) the summary report prepared by that body; or (b) if no summary report has been prepared, the full report.	5.1;	Evaluation under IA5
6-4 Where the summary report has been sent in accordance with sub-paragraph (3)(a) the school must make arrangements for parents to have access to the full report on request.	5.1;	Evaluation under IA5
6-5 An annual written report of the progress of each registered child and their attainment in the main subject areas taught must be provided to parents by the school except that no report need be sent to a parent who has agreed otherwise with the school.	3.2; 5.1;	Evaluation under IA4
6-6 The school will provide any body conducting an inspection under section 163 of the 2002 Act with – (a) any information reasonably requested in connection with an inspection that is necessary for the purposes of the inspection; and (b) access to the admission register, and any attendance register, maintained in accordance with the Education (Pupil Registration) Regulations 2010.	5.1;	Evaluation under IA5
6-7 Where a pupil wholly or partly funded by a local authority is registered at the school, an annual audited account of income received and expenditure incurred by the school must be submitted to the local authority and on request to the	5.1;	Evaluation under IA5

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Independent school standards	Evaluations in independent school inspection guidance	Method of report
National Assembly.		
6-8 Where a pupil with a statement is registered at the school, the school must supply such information to the responsible local authority as may reasonably be required for the purpose of the annual review of the statement.	3.2; 5.1;	Evaluation under IA5
6-9 A copy of the risk assessment referred to in paragraph 3(5)(a) of the Schedule must be provided on request to the National Assembly.	5.1;	Evaluation under IA5
6-10 In relation to paragraphs (g) to (k) of sub-paragraph (2), provided that the school ensures that parents of pupils and of prospective pupils are aware that such information is available, it need only be provided to them on request.	5.1;	Evaluation under IA5
<b>Complaints</b>		
7 The manner in which the school handles complaints meets the standard if it has a complaints procedure which:		
7a is in writing;	4.2; 5.1;	Evaluation under IA5
7b is available on request to parents of pupils and of prospective pupils at the school;	4.2; 5.1;	Evaluation under IA5
7c sets out clear time scales for the management of a complaint;	4.2; 5.1;	Evaluation under IA5
7d provides an opportunity for a complaint to be made and considered on an informal basis;	4.2; 5.1;	Evaluation under IA5
7e where the parents are not satisfied with the response made in accordance with paragraph (d) or wish to pursue a formal complaint, establishes a procedure for the complaint to be made in writing;	4.2; 5.1;	Evaluation under IA5
7f where the parents are not satisfied with the response to the complaint made in accordance with paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;	4.2; 5.1;	Evaluation under IA5
7g stipulates that, where there is a panel hearing of a complaint, one person will be independent of the management and running of the school;	4.2; 5.1;	Evaluation under IA5
7h allows for the parents to attend and to be accompanied at a panel hearing if they wish;	4.2; 5.1;	Evaluation under IA5
7i provides for the panel to make findings and recommendations and stipulates that the complainant, proprietor and head teacher, and where relevant the person complained about, are each given a copy of any findings and recommendations;	4.2; 5.1;	Evaluation under IA5

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Independent school standards	Evaluations in independent school inspection guidance	Method of report
7j provides for written records to be kept of all complaints, including whether they are resolved at the preliminary stage or proceed to a panel hearing;	4.2; 5.1;	Evaluation under IA5
7k provides that, subject to paragraph 6(2)(j) of this Schedule, correspondence, statements and records of complaints are to be kept confidential except where the National Assembly or a body conducting an inspection under section 163 of the 2002 Act requests access to any documents relating to the complaint; and	4.2; 5.1;	Evaluation under IA5
7l where the school provides boarding accommodation, complies with Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 4 of the National Minimum Standards for Residential Special Schools.	4.2; 5.1;	Evaluation under IA5  <b>In conjunction with CIW</b>

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

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

### Procedure

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

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

The reporting inspector should provide each additional inspector with the appropriate sections of the Regulatory Checklist of the Standards Regulations for the relevant inspection areas. At the team meetings, the team must reach a corporate consensus about whether the school meets all or only some of the regulations for each standard.

The reporting inspector should consolidate the team's findings onto the master checklist. This record, together with a summary of the specific

reasons for a school's failure to comply with any particular regulation, which should be recorded in the reporting judgement form, is part of the evidence base for the inspection.

### **Compliance with the Regulations for Registration**

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

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

Either

- The school meets the regulatory requirements for this standard.

or

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

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

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

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