Guidance for the inspection of primary schools

from September 2010

Updated September 2014

Estyn
Rhagoriaeth i bawb ~ Excellence for all
Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

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

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

Estyn also:

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

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Introduction

Purpose of this guidance

This guidance sets out the way the inspectorate will inspect primary schools for the six-year inspection period from September 2014.

The purposes of inspection are to:

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

The inspectorate conducts a core inspection for all providers in each sector of education and training. This guidance explains how we will carry out core inspections. Where the inspection identifies a concern in relation to standards, quality of education and training or leadership and management, then the inspectorate will conduct follow-up activity with the provider. This guidance contains information about follow-up activity in Annex 9.

Primary schools can use this guidance to see how inspections work and to help them in carrying out their own self-evaluation. In addition, schools can use the inspectorate's guidance on self-evaluation that is aligned with the School Effectiveness Framework.

This guidance has two parts that are about:

- carrying out inspection; and
- making judgements.

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

Legal basis for the inspection of primary schools

School inspections are governed by the Education Act 2005 and related regulations. Inspections must be conducted by teams of inspectors, led by a HMI, additional inspector or registered inspector, and must result in a written report. Section 28 of the Education Act 2005, says that inspectors must report on:

- the educational standards achieved by the school;
- the quality of education provided by the school;
- how far education meets the needs of the range of pupils at the school;
- the quality of leadership in and management of the school, including whether the financial resources are managed efficiently;
- the spiritual, moral, social and cultural development of pupils at the school; and
- the contribution of the school to the wellbeing of pupils.

This guidance interprets these areas in more detail.

Some schools have a religious character and teach denominational religious education. In these schools, religious education and the content of collective worship are inspected separately under Section 50 of the Education Act 2005 and are not included in Section 28 inspections.

The following categories of schools are inspected under Section 28 of the Education Act 2005:

- community schools;
- foundation schools;
- voluntary aided schools;
- voluntary controlled schools;
- maintained nursery schools;
- special schools; and
- pupil referral units.

Early years provision

Schools currently accommodate a range of early years provision. This includes, for example, Sure Start, playgroups, special needs groups and integrated centres. Such provision may be for children under the age of three, for three to four-year-olds or for pupils of all ages. Teams should only inspect this provision, if the school has registered the children as its pupils.

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

Part 1: Carrying out inspections

Introduction

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

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

Principles of inspection

Inspectors will:

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

Code of conduct for inspectors

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

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

It is important that inspectors judge the effectiveness of provision and leadership on their contribution to outcomes and not on the basis of any preferences for particular

methods. The key to the judgement is whether the methods and organisation are fit for the purpose of achieving high standards of work and behaviour for all pupils.

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

Expectations of providers

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

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

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

Health and safety

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

Responding to a safeguarding allegation

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

Approach to inspection

This guidance sets out the procedures for core inspections of primary schools. These inspections will be complemented by follow-up activity in those schools that we have found, through their core inspection, to be underperforming.

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

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

Annex 8 gives advice on inspecting units in schools.

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

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

Inspection reports will cover all key questions, quality indicators and aspects of the common inspection framework.

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

The Virtual Inspection Room

The inspectorate will use an electronic system for managing many aspects of the inspection. This system is called the 'Virtual Inspection Room' (VIR). It is a web-based system that allows schools to upload information to the inspectorate and to download guidance from the inspectorate about the inspection process. The VIR is also the place where schools can access the nominee's guidance on preparing for the inspection and the post-inspection questionnaires.

There is a comprehensive set of guidance documents and videos available on Estyn's website to help schools to understand and to use the system.

The inspection team

Inspection teams will be led by a reporting inspector (HMI, additional inspector or registered inspector), with other team members drawn from among HMI or additional inspectors. Additional inspectors may be on secondment or contract to the inspectorate. Each team will also have a peer inspector (staff from another school) and a lay inspector.

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

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

Contacting the school before the inspection

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

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

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

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

If the inspection is to take place early in the school year, the inspectorate may ask for

samples of pupils' work from the previous year.

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

When schools are notified of inspection, they will receive information on how to conduct a survey of pupils and parents/carers. The surveys will form part of the pre-inspection evidence.

If there are 100 pupils or fewer, all pupils should take part in the survey. If there are more than 100 pupils, the survey should include at least 100, or 25% if the total number of pupils is 400 or more. The sample of pupils should be selected at random by arrangement with the inspectorate.

During the inspection, Inspectors will interview members of the school council and may also interview other specific groups of pupils to follow identified lines of inquiry.

The inspectorate will arrange for questionnaires about the work of the school to be available to all carers/parents before the inspection.

The inspectorate will collect, collate and analyse the learner and parent questionnaire responses and present the outcomes in an annex to the inspection report.

Planning the inspection and preparing the team

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

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

The reporting inspector will complete a pre-inspection commentary (PIC). This will include hypotheses based on the self-evaluation report and other information that inspectors will use to direct lines of inquiry during the inspection.

The pre-inspection commentary will be sent to the nominee on the last working day before the inspection week.

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

During the inspection

Initial team meeting

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

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

Gathering and reviewing inspection evidence

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

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

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

- briefing from the local authority;
- documentary evidence, including data on pupils' performance and progress;
- observation of teaching or training sessions and other activities;
- samples of pupils' work;
- the views of pupils and stakeholders; and
- discussion with staff, leaders and managers, governors and others.

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

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

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

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

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

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

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

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

Recording inspection evidence

Inspectors will use judgement forms (JF), session observation forms (SOF) and evaluation forms (EF) to record their findings and judgements. These may relate to observation of learning activities, discussions with pupils, interviews with staff, interviews with leaders and managers, scrutiny of documentation, performance information and samples of pupils' work.

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

Team meetings

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

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

Professional dialogue

At the end of an observation, inspectors should, as far as practicable, have some brief professional dialogue with the member of staff on the work seen. It may be necessary, in some cases, to have a fuller discussion at a later time and, if so, this should be arranged at the end of the session. The member of staff involved should be told that these are emerging interim findings on one aspect of the evidence and that these may be amended, on reflection, after scrutiny of pupils' work or talking to pupils, or as the result of moderation within the team. For this reason, inspectors should not discuss any provisional overall evaluations, but they should try to focus on any strengths or areas for development in relation to the work seen.

Formal feedback

At the end of the on-site part of the inspection, the team will provide oral feedback to leaders and managers. A representative from the governing body and local authority should be invited to attend the meeting. There may be representation from the pupil body, at the school's discretion. The feedback should convey the main judgements and the reasons for them for the two overall summary judgements and for the key questions and quality indicators.

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

All the judgements that are reported during an inspection are provisional and subject to moderation by HMCI. They are confidential to the school until the report is published.

Follow-up activity

During all core inspections, the inspection team will consider whether the school needs any follow-up activity and it will feed back clearly to leaders and managers if any follow-up activity is required during the formal feedback meeting.

Annex 9 outlines the inspectorate's guidance on follow-up activity.

Meeting statutory requirements

Primary schools' work is governed by a range of statutory requirements. The inspectorate expects schools to evaluate how effectively they meet these requirements through their own normal self-evaluation procedures. They should indicate how well they meet these requirements in their self-evaluation report. Inspectors will use the self-evaluation report and other information to identify any issues in relation to how effectively a school meets its statutory requirements. Inspectors will investigate these issues further during the inspection where they are likely to have a significant impact on standards and quality.

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

Details of the relevant regulations and guidance are included in Annex 3.

After the inspection

The inspection report

The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the school. In most cases, the main body of the report will be no longer than five pages. When writing reports, inspectors should take account of Estyn's writing guidance which is available on our website www.estyn.gov.uk.

We will publish reports bilingually where this has been requested, in line with Estyn's Welsh Language Scheme.

The structure of the inspection report is based on two overall summary judgements, three key questions and 10 quality indicators and will take the following form:

About the school

Summary

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

Recommendations

Main findings

Key Question 1: How good are outcomes?

- standards
- wellbeing

Key Question 2: How good is provision?

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

Key Question 3: How good are leadership and management?

- leadership
- improving quality
- partnership working
- resource management

Appendix 1: Commentary on school performance data
Appendix 2: Stakeholder satisfaction report
Appendix 3: The inspection team

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

Excellent
Good
Adequate
Unsatisfactory

The report will be produced within statutory or agreed sector timescales.

The report will indicate if the school requires any follow-up inspection activity (see Annex 9).

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

Assuring the quality of inspections

The inspectorate is committed to:

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

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

Schools should raise any concerns about the conduct of an inspection with the reporting inspector during the inspection. Any objections to the findings of inspection should also be discussed with the reporting inspector as they arise during the inspection. The quality assurance of the inspection will always be carried out by the reporting inspector in the first instance. A sample of inspections and reports will be quality assured by the inspectorate.

Estyn's arrangements for dealing with complaints are set out in 'Complaints Handling Procedures', which is available on the inspectorate's website www.estyn.gov.uk.

Part 2: Making judgements

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

About the school

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

This section must contain brief information on:

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

The following sentence should be adapted as appropriate and included in all reports:

‘The individual school budget per pupil for SCHOOL NAME in 20XX-20XX means that the budget is £X,XXX per pupil. The maximum per pupil in the primary schools in NAME OF LOCAL AUTHORITY is £X,XXX and the minimum is £X,XXX. NAME OF SCHOOL is XX (position) out of the XX primary schools in NAME OF LOCAL AUTHORITY in terms of its school budget per pupil.’

For example,

‘The individual school budget per pupil for Ysgol Gynradd Estyn in 2010-2011 means that the budget is £3,660 per pupil. The maximum per pupil in the primary schools in authority X is £4,257 and the minimum is £3,426. Ysgol Gynradd Estyn is 35th out of the 59 primary schools in authority X in terms of its school budget per pupil.’

Summary

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

Overall judgement on the school's current performance

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

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

Overall judgement on the school's prospects for improvement

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

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

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

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

Judgement descriptions

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

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

Good – Many strengths and no important areas requiring significant improvement

Adequate – Strengths outweigh areas for improvement

Unsatisfactory – Important areas for improvement outweigh strengths

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

Judging key questions and quality indicators

The judgement for Key Question 1 cannot normally be above adequate when attainment outcomes show trends over three years in many key performance indicators at levels significantly lower than the averages for similar schools, taking account of the school's context, including deprivation factors.

There is a strong link between outcomes, provision and leadership and management. If leaders and managers are working effectively then this should be reflected in the provision and in the standards that pupils achieve. Hence, normally, the judgements for Key Questions 2 and 3 will not be at a level higher than the judgement for Key Question 1, but they may be lower. Where there are differences between the judgements for Key Question 1, and Key Questions 2 and 3, these should be explained in the text of the report.

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

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

Recommendations

The recommendations should give the school a clear and specific indication of the areas for improvement that it will need to address in its action plan. Inspectors should write the recommendations in order of priority and, where there is a need to raise standards of achievement or attainment, this should be the top priority. The recommendations should arise from the main judgements and should provide a clear and practicable basis on which the school can act. Inspectors must refer to any significant matters noted in the report where the school's practice does not comply with legal requirements.

Quality indicators

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

Inspectors should provide an overall evaluation for all key questions and quality indicators and comment on all aspects.

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

Key Question 1: How good are outcomes?

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

1.1 Standards

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

Issues in inspecting the quality indicator

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

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

The report should focus clearly in 1.1.1 and 1.1.2 on the main judgements about standards that derive from the analysis of data. This should relate mainly to how well the school is doing overall and the overall trend in its performance, especially in relation to national, local and family benchmarks, and in relation to specific groups of learners, such as those eligible for free school meals. Inspectors should allocate no more than a third of the section on standards (1.1.1 and 1.1.2) to comments on the school's performance in relation to data. Accordingly, the report should not contain a great deal of data analysis at this point, for example a detailed breakdown of performance in English, mathematics and science at each key stage. A fuller

commentary on the school's performance data should form part of an appendix on data at the end of the report (Appendix 1).

Two-thirds of the section on standards should be allocated to 1.1.3, 1.1.4 and 1.1.5 on findings in relation to achievement and progress in learning, skills and Welsh language development.

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

The starting point for analysing the performance of the school should be the All Wales Core Data Set. Inspectors should look at data covering a period of time, normally over the last three years, to identify trends in performance.

Annex 7 provides guidance on the use of data in the inspection of primary schools.

1.1.2: standards of groups of learners

Inspectors should report on the performance of pupils eligible for free school meals.

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

- boys and girls; and
- pupils with additional learning needs (ALN) or belonging to a vulnerable group (see Annex 6 for explanation of ALN).

Judgements about the achievement of pupils with ALN, whether they are in special units or in mainstream, should take account of their achievements in relation to agreed learning goals (see Annex 8 for details of units).

1.1.3: achievement and progress in learning

Inspectors' evaluation of pupils' achievement and progress should be based on lesson observations, scrutiny of pupils' work and discussions with pupils. Inspectors should evaluate how well pupils recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills, and apply these to new situations. Where possible, inspectors should evaluate the standards reached by pupils and judge whether these are appropriate to pupils' ages and abilities. Judgements of achievement should recognise pupils' progress and development from a given starting point, relative to the context in which they learn. Inspectors should consider the progress of particular groups of pupils, including pupils eligible for free school meals. For pupils with ALN, judgements about achievement will be influenced by the information about their individual needs and abilities. Inspectors should also consider evidence in pupils' individual education plans (IEPs) when making a judgment on the rate of progress pupils make in relation to their ability.

1.1.4: skills

In inspecting skills, the focus should be on whether **all** pupils have the skills in communication, numeracy and information and communication technology (ICT) needed to **access** the whole curriculum and how well the wider curriculum itself

develops pupils' skills. Inspectors should also consider how well pupils are developing their thinking skills across the curriculum.

There is further guidance on inspecting literacy and numeracy skills and thinking skills on Estyn's website (www.estyn.gov.uk).

Inspectors should consider the outcomes of key stage 1 and key stage 2 assessments in English and/or Welsh, mathematics and ICT. Where available, inspectors should consider the results of other relevant assessments, such as those of pupils' reading and numeracy ability, when coming to a view about the quality of pupils' literacy and numeracy skills.

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

Inspectors should judge standards in skills based on evidence from observations of lessons, scrutiny of pupils' work and by talking to pupils. Careful observation of pupils in lessons and talking to pupils will provide evidence of pupils' speaking and listening skills, their numeracy skills and their ability to think. Scrutiny of work will demonstrate whether pupils can write clearly and read for understanding and use their numeracy skills at the appropriate levels and how well they undertake research tasks. Inspectors should consider the extent to which pupils' communication and thinking skills support or hinder progress in classroom interaction, with teachers and with peers.

Inspectors should identify and follow lines of inquiry about the performance of particular groups of pupils (such as those who have English as an additional language) and whether they have specific difficulties in accessing the curriculum.

In particular, they should look at the standards of pupils whose progress may be held back by weak communication skills, for example pupils who are of average ability or below and who do not receive support for additional learning needs.

1.1.5: Welsh language

In coming to an overall judgement on pupils' Welsh language development, inspectors should consider what it is reasonable to expect taking into account the linguistic background, the context of the school and the area it serves and the local authority's Welsh language policy. For example, pupils studying Welsh second language in a school with Welsh and English streams serving an area where Welsh is spoken by a significant proportion of the local community should achieve higher standards in Welsh than in an English-medium school serving an area where pupils have few opportunities to come into contact with Welsh other than at school.

Inspectors should consider:

- pupils' attainment in Welsh or Welsh second language, as applicable, when compared with similar schools and previous attainment;

- continuity between the end of key stage 1 and key stage 2;the progress pupils make in Welsh lessons; and
- in the English-medium sector in particular, pupils' progress in using Welsh both passively and actively in different contexts beyond their Welsh lessons, for example in other subjects, during registration periods, assemblies and in extra-curricular activities.

Good standards

The school's performance against main indicators for key stages over the last three years compares well with that of similar schools and pupils' prior attainment. There is a pattern of improvement or maintenance of good standards. Instances of significantly below average achievement, especially in core subjects and for sizeable groups of pupils, are rare. Disadvantaged pupils achieve well compared to their peers in similar schools. In lessons and over time, most pupils make sound or better progress in their learning and the remainder make at least adequate progress. Most pupils read and write and use numbers well given their age and ability and they apply their communication and numeracy skills well across the curriculum. They use their ICT skills securely in a range of contexts. Most have developed good thinking skills and this is having a positive impact on their learning and the standards they achieve. They develop the wider skills and application needed to equip them for the next phase of their education. Most pupils make good progress in gaining skills in Welsh language.

Unsatisfactory standards

Generally, a significant minority of pupils achieve unsatisfactory standards. The school's performance against main indicators for key stages over the last three years compares poorly with that of similar schools and pupils' prior attainment. Trends do not show much, if any, improvement. Too many pupils are not able to use literacy or numeracy skills across the curriculum and their thinking skills are limited overall. Too many have inadequate ICT skills. Overall, a minority or more of pupils is falling behind and not making adequate progress in their learning. A minority of pupils, including disadvantaged pupils, underachieves at one or more key stages. A significant number of pupils does not engage fully with the activities provided, which is reflected in the poor completion of tasks. Pupils do not make enough progress in gaining skills in the Welsh language.

1.2 Wellbeing

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

Issues in inspecting the quality indicator

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

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

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

1.2.1: attitudes to keeping healthy and safe

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

1.2.2: participation and enjoyment in learning

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

When evaluating attendance, inspectors should consider the overall attendance rate, noting any variations between particular groups of pupils, for example those eligible for free school meals. They should compare attendance rates with national figures and those of similar schools. Although it may be appropriate to note how a school performs in relation to national norms, it is the benchmark data that should normally guide judgements.

Inspectors should also consider the extent to which pupils with a history of exclusion, in their current or previous school/PRU, demonstrate good behaviour and attitudes to learning.

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

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

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

1.2.3: community involvement and decision-making

Inspectors should evaluate the extent to which pupils, including those from different groups such as those eligible for free school meals, take on responsibilities and play a part in the school and wider community.

They should consider pupils' participation in decision-making, including the effectiveness of the school council. They should judge the extent to which the school council gives pupils an opportunity to be involved in decision-making, gives them responsibility and makes them feel valued. They should consider the extent to which all pupils, including those from different groups, are involved in making decisions about their life in school.

1.2 4: social and life skills

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

Good levels of wellbeing

Pupils are highly engaged and motivated and display pride and confidence in their work. Their behaviour and attitudes reflect their full participation in learning and in making decisions about their life in the school. Pupils generally feel safe in school and have positive attitudes to healthy living and eating. They enjoy physically active pursuits. Most pupils' attendance over the past three years is well above the median when compared with that of similar schools and they are punctual.

Unsatisfactory levels of wellbeing

A significant minority of pupils often waste time through persistent low-level disruption and display a lack of engagement in lessons and with decision-making. Groups of pupils exhibit poor behaviour regularly and this inhibits other pupils' progress. Some groups of pupils feel under threat of bullying and their attitudes towards healthy living and physical activity are negative. Pupils' attendance rates over the past three years are well below the median when compared with those of similar schools. Rates of attendance show little sign of improvement and some pupils do not arrive punctually in class.

Key Question 2: How good is provision?

In coming to an overall judgement for this key question, inspectors will normally give the greater weight to the judgement on 2.2 (teaching) when there is a balance between the four judgements within the key question. In this way, if two quality indicators are good and two are adequate across the key question, the judgement for 2.2 (teaching) will normally receive a weighting to influence the overall judgement awarded for the key question.

2.1 Learning experiences

2.1.1 meeting the needs of learners and employers/community
2.1.2 provision for skills
2.1.3 Welsh language provision and the Welsh dimension
2.1.4 education for sustainable development and global citizenship

Issues in inspecting the quality indicator

2.1.1: meeting the needs of learners and employers/community

Inspectors should note that schools are free to organise and deliver the curriculum in the way that best suits their circumstances and needs as long as they cover the National Curriculum (NC) and religious education. The main consideration should be how well the needs of **all** pupils are met by the model of delivery.

Inspectors should judge the extent to which:

- the planning of learning experiences is successful in engaging the full range of pupils;
- teachers collaborate to plan flexible, responsive and innovative programmes;
- learning experiences cover National Curriculum and religious education requirements at each key stage for an adequate amount of time and incorporate the statutory national literacy and numeracy framework;
- whether any constraints on available options are in pupils' best interests;
- the curriculum builds systematically on existing knowledge, understanding and skills as pupils move from Foundation Phase to key stage 2 and then into secondary school; and
- pupils for whom all or parts of the National Curriculum have been disapplied have access to an appropriately broad and balanced curriculum.

Inspectors should examine arrangements for grouping pupils through setting or mixed-ability grouping. They should evaluate the impact of:

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

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

In particular, inspectors should consider how well the school provides experiences and opportunities that enrich the learning experiences of disadvantaged pupils.

2.1.2: provision for skills

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

Inspectors should evaluate how well the school:

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

Inspectors should scrutinise a sample of the school's planning for this, including schemes of work and lesson plans, to judge how well staff have embedded skills, particularly literacy, numeracy and thinking skills, but also including ICT skills, into the experience of pupils across all subjects and areas of learning. Inspectors may take account of how well schools adapt programmes of study when pupils are working significantly below expected levels. They should expect schools to make certain that work is suitably challenging and demanding for more able and talented pupils and that materials and methods of delivery are suitably differentiated to make the curriculum accessible to pupils whose reading ages are below their chronological age.

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

Inspectors should give the most attention to how schools identify and address any deficits in pupils' literacy and numeracy skills and how well they also ensure that pupils from disadvantaged backgrounds develop appropriate literacy and numeracy skills.

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

basic skills in literacy and numeracy.

2.1.3: Welsh language provision and the Welsh dimension

Inspectors should evaluate the extent and quality of the school's provision for Welsh language development in terms of its impact on the aspects listed under section 1.1.5. Schools should take account of the Welsh Government policy, objectives and guidelines identified in documents such as 'Our Language: Its Future', 'Iaith Pawb' and the Welsh-medium Education Strategy. Pupils should be aware of the advantages of learning Welsh and becoming increasingly bilingual.

It is a statutory requirement that all pupils learn Welsh up to school-leaving age. This includes pupils with statements of SEN, other than in cases where the statement of SEN stipulates that the pupil is disapplied from learning Welsh. Schools also have a statutory duty to have regard for the local authority language policy.

In primary schools with significant use of Welsh, inspectors should consider the appropriateness of the time allocated for Welsh as a first language. This should normally be the same as for other core subjects. In predominantly English-medium primary schools, inspectors should judge whether the school provides enough time to teach Welsh second language to all pupils. If the time allocation is well below one hour per week, it is unlikely that pupils are achieving well. Inspectors should comment on the arrangements to ensure that pupils learning Welsh reach appropriate standards.

National Curriculum subject orders for key stage 2 include specific references to Y Cwricwlwm Cymreig. Inspectors should judge the extent to which the school promotes the development of pupils' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

2.1.4: education for sustainable development and global citizenship

Education for sustainable development and global citizenship (ESDGC) has a clear place in subjects of the National Curriculum, such as science and geography, and it is one of the five themes in the Personal and Social Education Framework.

Inspectors should consider the extent to which:

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

Good learning experiences

Learning experiences offer stimulating opportunities for learning that make the most of pupils' experiences within and beyond the school. Detailed and imaginative planning and organisation ensure that pupils are challenged by relevant activities that provide continuity and reinforce learning in contexts that engage the full range of

pupils. The curriculum meets the particular needs of specific groups and individuals and offers personalised programmes for pupils with specific needs. Provision for communication, numeracy and ICT is planned well and firmly embedded into the experience of all pupils. There is good provision to enable pupils to learn about sustainability and develop an understanding of the role they and others play in society and in the world. Provision for Welsh language and the Welsh dimension enables pupils to make good progress. Enrichment opportunities are varied and there is a high take-up by pupils.

Unsatisfactory learning experiences

The curriculum has some significant aspects that need improvement. Learning experiences do not meeting the needs of pupils, or particular groups of pupils fully and pupils are not challenged to engage with learning in order to make the progress

expected. The school does not extend pupils' communication, numeracy and ICT skills, confidence and knowledge well enough. There is a poor match between pupils' learning needs and abilities and the work they do in lessons and/or in the range and level of courses that the school provides. Pupils do not have enough opportunities to learn about Wales and the Welsh language and/or sustainable development and global citizenship. The enrichment programme covers a very small range of activities and/or very few pupils take part.

2.2 Teaching

2.2.1 range and quality of teaching approaches
2.2.2 assessment of and for learning

Issues in inspecting the quality indicator

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

2.2.1: range and quality of teaching approaches

Inspectors should evaluate the extent to which teachers:

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

2.2.2: assessment of and for learning

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

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

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

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

Good teaching

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

Unsatisfactory teaching

Teaching does not enable pupils to learn well. Too much teaching fails to engage and stimulate pupils or promote their learning and progress. Teachers and other adults do not manage pupils' behaviour well enough. A significant minority of

teachers have inadequate subject knowledge and/or a poor understanding of how to meet pupils' learning needs. The work of teachers and other adults lacks focus and fails to support the needs of pupils. Assessment takes too little account of pupils' prior learning and teachers and adults do not have a clear enough understanding of pupils' needs. Pupils' progress and wellbeing are not tracked effectively across the school at individual, group and subject levels or areas of learning. The school does not provide pupils with enough information about their progress and/or how they can improve. Many parents/carers do not receive enough information about their child's progress and development.

2.3 Care, support and guidance

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

Issues in inspecting the quality indicator

The main focus in this quality indicator should be on the impact of care, support and guidance on pupils' standards and wellbeing rather than on the procedures and arrangements only.

It is in this indicator that inspectors will make the main judgements about the school's provision for safeguarding and promoting welfare, including:

- child protection;
- health and safety;
- bullying;
- harassment and discrimination;
- healthy eating and drinking;
- racist abuse
- drugs and substance misuse;
- pupils with medical conditions;
- sex and relationships education;
- first aid;
- safety on educational visits;
- internet safety;
- issues which may be specific to a local area or population, for example gang activity;
- school security; and
- the management of pupil discipline including physical intervention and restraint.

In particular, inspectors should evaluate how well the arrangements have a beneficial effect on disadvantaged pupils and those pupils who are vulnerable.

In evaluating care, support and guidance, inspectors should take account of the team's judgements about standards and wellbeing.

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

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

Inspectors should consider whether the school has appropriate arrangements to encourage pupils to be healthy, including how well the school provides for the physical development of pupils. This depends upon proper nutrition, sufficient exercise, appropriate hygiene, safety and healthy choices. Inspectors should also look at the school's provision for sex and relationships education and education about drugs and substance misuse.

Inspectors should consider whether the school has appropriate arrangements for promoting healthy living. This requires schools to meet the regulations on healthy eating and drinking, including reporting to parents on its arrangements for provision of breakfasts and lunches, and food and drink provided outside of mealtimes.

Inspectors should report on obvious breaches of health and safety legislation under this quality indicator. In considering health and safety matters, inspectors should take into account the security of the school buildings and site.

Inspectors should evaluate the arrangements for dealing with discrimination, harassment and bullying. The school should have a policy against bullying, and staff, pupils and parents should be aware of it and should implement its procedures. The school's work on bullying, harassment and discrimination should include its arrangements for helping pupils to manage their feelings and develop self-awareness and self-respect. Inspectors should check that pupils know whom to approach if they have a concern. The school's work on bullying, harassment and discrimination should also include how it prevents and eliminates sexism, racism and homophobia.

Inspectors should inspect the school's personal and social education provision, and should also evaluate the provision for improving pupils' own learning, working with others and problem solving. Inspectors should judge how well the schools' personal and social education programme permeates all aspects of school life and supports the social and emotional skills of all groups of pupils, including those from disadvantaged backgrounds.

Inspectors should judge how well pupils from different groups are involved in and enjoy the life of the school and how well the school promotes good behaviour and attendance.

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

- develop a sense of curiosity through reflection on their own and other people's lives and beliefs, their environment and the human condition;
- consider life's fundamental questions with reference to the teachings and

practices of religions as well as from their own experience and viewpoint; and
- reflect on their own beliefs or values in the light of what they are studying in religious education and other subjects.

In evaluating **moral development**, inspectors should consider whether the school:

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

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

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

In evaluating **cultural development**, inspectors should consider whether the school encourages pupils to engage with the arts, sports and other cultural activities through their studies and extra-curricular activities.

Acts of worship and assemblies can play an important part in spiritual, moral, social and cultural development but they are not a pre-requisite. Inspectors should inspect acts of **collective worship** in all schools that do not provide denominational education. They should consider acts of collective worship in their own right and in the context of planning over a period of time. In relation to statutory requirements for collective worship, they should only report on instances where the school does **not** comply with these.

2.3.2: specialist services, information and guidance

Inspectors should evaluate how well:

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

Inspectors should assess the coherence and effectiveness of the provision for personal and specialist support and how well the school takes account of the needs of pupils from different groups. A carefully-structured and co-ordinated guidance programme should take account of the Framework for Personal and Social Education.

2.3.3: safeguarding arrangements

The school's safeguarding arrangements should ensure that there is safe recruitment and that all children are protected. Arrangements should include the identification of children in need or at risk of significant harm by maintaining a record of the suitability of staff and having appropriate arrangements for child protection. It should also include how well the school promotes safe practices and a culture of safety.

The inspectorate expects all schools to comply with requirements as outlined in the legislation that governs this area (see Annex 3).

Inspectors will need to ascertain whether the school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Inspectors will consider the school's provision for child protection including health and safety, bullying, harassment, discrimination and school security. Inspectors should consider whether the school has robust procedures for checking the suitability of staff and others who are in contact with children, and that all staff know what to do to respond to child protection issues. Inspectors will need to consider whether the

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

2.3.4: additional learning needs (ALN)

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

Inspectors should consider:

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

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

Good care, support and guidance

Effective arrangements exist to support pupils' health and wellbeing as well as to encourage their involvement in their school or wider community. These arrangements contribute well to pupils' development and wellbeing and support their learning effectively. The school makes appropriate arrangements for promoting healthy eating and drinking. Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. The school is pro-active in building on collaborative working with other key agencies to reduce the risk of harm to pupils. Clearly targeted support for groups of vulnerable pupils has resulted in significant improvement, for instance in attitudes, behaviour, confidence, achievement or relationships. Induction programmes are tailored well to meet the needs of different groups of pupils. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school identifies pupils' learning needs when they join and ensures that these needs are met.

Unsatisfactory care, support and guidance

Care and support systems have some shortcomings, which mean that particular individuals or groups of pupils do not thrive in their learning, development or wellbeing. The school does not have appropriate arrangements for promoting healthy eating and drinking. The school does not promote all pupils' spiritual, moral, social or cultural development. Not all pupils have access to a range of support services. The quality of advice and guidance pupils receive is uneven. Induction programmes do not fully meet the needs of different groups of pupils. A few records, policies and procedures are missing or out of date. The school's arrangements for safeguarding pupils do not meet requirements and give serious cause for concern. Individuals' learning needs are not identified early or accurately enough and/or the school does not make adequate provision for their needs.

2.4 Learning environment

2.4.1 ethos, equality and diversity
2.4.2 physical environment

Issues in inspecting the quality indicator

2.4.1: ethos, equality and diversity

Inspectors should judge how well the school:

- establishes a school ethos that is inclusive;
- takes into account and values the diversity of pupils' backgrounds and acts appropriately on this information;

- offers equal access to the curriculum and out-of-school learning, including educational trips and visits;
- challenges stereotypes in pupils' attitudes, choices, expectations and achievements;
- develops tolerant attitudes and ensures that all pupils and staff are free from harassment; and
- has taken reasonable steps to ensure that current and prospective pupils with disabilities do not suffer less favourable treatment in school or in respect of admissions and exclusions.

Inspectors should check whether the school has appropriate equality schemes and action plans that meet statutory requirements. They should evaluate whether the school:

- has a well-understood policy that promotes equal opportunities and human rights;
- has an action plan that ensures delivery of the policy;
- provides appropriate equality training for staff; and
- monitors and addresses any related issues or complaints that arise.

2.4.2: physical environment

Inspectors should judge whether:

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

Good learning environment

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

Unsatisfactory learning environment

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

Key Question 3: How good are leadership and management?

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

3.1 Leadership

3.1.1 strategic direction and the impact of leadership
3.1.2 governors or other supervisory boards

Issues in inspecting the quality indicator

3.1.1: strategic direction and the impact of leadership

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

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

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

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

Inspectors should consider whether leaders:

- communicate their vision for the school well and explore how to achieve it, in

collaboration with others;
- model and promote behaviours and values that contribute positively to creating a school ethos where pupils and staff feel valued;
- actively support and challenge everyone to do their best;
- build on shared understanding and distributed leadership to create a responsive, learning culture; and
- share convincingly with stakeholders and others in the school community a common mission to deliver education of the best quality.

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

Inspectors should evaluate how successful leaders and managers are in meeting national and local priorities, such as reducing the impact of poverty on educational attainment, the Literacy and Numeracy Framework and the Foundation Phase.

3.1.2: governors or other supervisory boards

Inspectors should judge how well the governing body fulfils its statutory obligations and takes full account of relevant legislation and guidance.

Inspectors should evaluate how well governors:

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

Good leadership

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

school in bringing about necessary improvements. Policies and initiatives, including those that meet local and national priorities, are implemented consistently and improve pupil outcomes.

Unsatisfactory leadership

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

3.2 Improving quality

3.2.1 self-evaluation, including listening to learners and others
3.2.2 planning and securing improvement

Issues in inspecting the quality indicator

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

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

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

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

- is embedded in strategic planning and draws on regular quality assurance procedures;
- involves thorough evaluation and monitoring of data on standards and the quality of education including consideration of trends and progress over time for all groups of pupils;
- draws on first-hand evidence of the quality of teaching and learning;
- involves all staff in assessing outcomes and their own performance;
- encourages pupils from all groups to share their views and raise issues;
- takes account of the views of staff, parents/carers and other stakeholders;
- draws upon reviews by external agencies, where appropriate;

- leads to development plans that are monitored against clear targets and success criteria; and
- results in improvement in standards and quality.

3.2.2: planning and securing improvement

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

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

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

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

Inspectors should consider how the school has responded to the recommendations of the last inspection report and whether the school's actions have led to improvements in standards and quality. They should only report where there is excellent or unsatisfactory progress.

Good quality improvement

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

Unsatisfactory quality improvement

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

3.3 Partnership working

3.3.1 strategic partnerships
3.3.2 joint planning, resourcing and quality assurance

Issues in inspecting the quality indicator

3.3.1: strategic partnerships

Inspectors should evaluate how strategically the school works with its partners to improve pupils' standards and wellbeing and to reduce the impact of poverty on educational attainment.

The main focus in this quality indicator should be on the impact of strategic partnerships on pupils' standards and wellbeing and effectiveness in tackling pupil deprivation and not just on the number and range of partners or the nature and quality of the partnership arrangements.

Partners include:

- parents/carers;
- pre-school settings;
- partner secondary schools;
- other schools and post-16 providers;
- the local authority education services for children and young people;
- the community;
- local employers;
- a range of multi-disciplinary agencies and voluntary organisations; and
- initial teacher training institutions.

Inspectors should consider how effectively the school co-ordinates these partnerships in order to bring about improvements in pupils' standards and wellbeing. They should focus on how well the school uses strategic partnerships to help to build its capacity for continuous improvement and reduce the impact of poverty on educational attainment.

Inspectors will need to consider the way that the school ensures that there is good liaison, trust and clear communication between partners. For example, they may inspect the way that staff enable community partners to contribute to the aims of the school.

3.3.2: joint planning, resourcing and quality assurance

Inspectors should consider how well the school works with other partners and agencies in tackling the link between disadvantage and underachievement through joint agency collaboration. They should consider how staff work with partners to plan, manage, and quality assure provision, for example through pooling their funding and resources.

Inspectors should consider how well the school collaborates with partners to deliver

coherent programmes and choices. They should establish if the school has effective structures and processes which contribute well to joint working practices.

Inspectors should take account of the quality of transition plans and determine how effectively the school works with its partner schools:

- to develop continuity in learning and wellbeing;
- to moderate and quality assure assessment of pupils' work and courses; and
- to use shared resources effectively.

Where there is regular movement of pupils to or from the school as part of partnership activity, inspectors should consider how safely and efficiently the school arranges these day-to-day activities. They should consider the impact of partnership working on improving outcomes, particularly achievement.

Good partnership working

Partnership activities make a strong contribution to improving the standards and wellbeing of pupils and reducing the impact of poverty on educational attainment. Partnership activities have also widened the range of choices for pupils. This has produced significant benefits in terms of improved standards and wellbeing for many pupils. The school takes a leading role in developing joint working practices and engenders trust and good communication between partners. Staff focus well on joint planning and resourcing as well as building capacity for continuous improvement. The school has strong links with the community, good liaison and communication with parents/carers and works effectively with other agencies enabling staff to deliver joined-up programmes that improve pupils' outcomes and wellbeing.

Unsatisfactory partnership working

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

3.4 Resource management

3.4.1 management of staff and resources
3.4.2 value for money

Issues in inspecting the quality indicator

Normally, the overall judgement on this quality indicator should not be higher than the judgement on Key Question 1, but it may be lower. When inspecting the management of resources, inspectors will judge how well the school plans and

carries out effective strategies to ensure and monitor that the school delivers value for money in the way it manages resources, particularly staff development.

3.4.1: management of staff and resources

Inspectors should evaluate how well the school is developing as a strong learning community and achieving a culture of collaboration within and across schools.

Inspectors should consider the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills, including participation in whole-school professional learning experiences. Taking into account the judgements under 2.2 on teaching, inspectors should judge the extent to which the staff:

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

They should focus on the impact of networks and professional learning communities on raising standards and improving the quality of provision, and take particular account of the judgement for the quality of teaching (2.2).

As part of the School Effectiveness Framework, inspectors should expect schools to collaborate in identifying and delivering improvement strategies and shared learning. Inspectors should consider the school's involvement in professional learning communities within and beyond the school and the contribution this involvement makes to building the school's capacity for continuous improvement. These communities might include local networks within the local authority consortia and among families of schools.

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

They should consider how well leaders and managers:

- ensure that the school is appropriately staffed to teach the curriculum effectively;
- deploy teaching and support staff to make best use of their time, expertise and experience;
- develop the expertise of staff to meet the needs of different groups of pupils, including disadvantaged pupils;
- identify and meet the development needs of all teaching and support staff through appraisal and performance management systems;
- make effective use of teachers' planning, preparation and assessment time;
- employ appropriate strategies and processes to meet the statutory requirements

of the National Agreement on 'Raising Standards and Tackling Workload' (January 2003);
- manage and deploy teaching assistants and non-teaching staff;
- provide the best standards of accommodation possible within the school's budget; and
- ensure that pupils have enough appropriate learning resources.

3.4.2: value for money

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

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

They should consider the extent to which leaders and managers:

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

Inspectors should evaluate:

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

Inspectors should report on the extent to which the school makes good use of the pupil deprivation grant. The judgement on how well the school uses the pupil deprivation grant should not usually be higher than that of the performance of pupils eligible for free school meals made under 1.1.2, but may be lower.

Inspectors should state in the report that the school offers excellent, good, adequate or unsatisfactory value for money in terms of the use made of the budget allocated to the school.

Good resource management

A well-established professional learning community within the school enables staff to develop and share their professional knowledge, and supports teaching of good

quality across the school. There are effective networks of professional practice with other schools and partners. Staffing and financial resources are managed and deployed effectively to support learning improvement. The school deploys teaching and support staff well and they have the knowledge and expertise to cover all aspects of the school's curriculum. The impact of resources on teaching and learning is kept under review and future needs are planned for. The school's spending decisions relate well to priorities for improvement and the benefit of the pupils. The pupil deprivation grant is well spent. The use of shared resources through efficient partnership work or federation provides good value for money because it contributes to improved and generally good outcomes for pupils in aspects which the school alone could not provide. Overall, outcomes for pupils are good. There are no unsatisfactory standards or inadequate aspects to provision.

Unsatisfactory resource management

The school does not do enough to promote best practice among its own staff or within the learning community. Financial resources are not fully linked to priorities for action and whole-school development plans. The school does not have enough qualified specialist and experienced teaching and support staff with the full range of knowledge and expertise to cover all aspects of the school's curriculum. The school does not deploy or monitor resources efficiently or plan to improve resources well enough to ensure value for money. While outcomes may be unsatisfactory, adequate or better, there are shortcomings in the way that resources are deployed and applied by managers. The pupil deprivation grant is not well spent. There is no or too little efficient pooling of resources with other agencies or providers through joint partnership activities or federation.

Annex 1: Common Inspection Framework

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

Annex 2: Sources of evidence

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

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

The school in operation, such as the teaching arrangements, support for pupils with ALN, including use of support teachers and services, learning support assistants, medical, paramedical and nursing specialists, psychologists and other external agencies.				✓	✓	✓			✓	✓
Documents:										
The self-evaluation report.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assessment data, including NC assessments, RE2/SSSP, WED reports, WG benchmark data and WG/FFT reports and public examinations, where appropriate; teacher assessments at the end of the year and key stage, standardised reading and numeracy test scores and any value added analyses.	✓									
Evidence of pupils' abilities at intake as indicated by initial screening tests, assessments of previous attainment and other appropriate measurements.	✓									
Relevant information held by the school on individual pupils.					✓					
Information about the targets for improvement set for the school, cohorts and individual pupils.	✓			✓			✓			
Data on pupils in partnership provision.	✓								✓	
Pupils' and parents'/carers' views as expressed in questionnaires.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pupils' induction, transfer and integration arrangements.		✓			✓					
Statements, individual education plans, individual behaviour plans, personal education plans, annual reviews and transition plans, screening and assessment information and procedures and details of any pupils for whom exceptions and modifications to NC requirements apply, and of alternative provision.					✓					

The school's curriculum documentation, plans, policies, option schemes, schemes of work and timetables, including the organisation and composition of teaching groups; information about health education, including sex education and attention to substance misuse; the arrangements for homework, such as policies and timetables.			✓	✓			✓			
Teachers' assessments and records of pupils' progress and achievement and assessment, reports to parents/carers and recording and reporting policies and guidelines.				✓						
Information about the arrangements for curriculum co-ordination and continuity across key stages and between schools.			✓				✓	✓		
School documentation, including the school improvement plan; departmental and/or subject development plans; policies, the prospectus and annual report for parents/carers.					✓		✓	✓	✓	
Details of any complaints or appeals, including NC provision and religious education or collective worship.							✓			
Information from stakeholders, such as written responses from local business and education-business links.							✓		✓	
Information on staffing, including School Information Form, job descriptions for staff, including learning support assistants and support and specialist teachers, staff handbook, policy for professional development and records of CPD.				✓		✓	✓	✓	✓	✓
Minutes of staff, subject leadership teams, management, governors' meetings and partners.							✓	✓	✓	
Documents related to the work of the school council.		✓			✓					

The latest budget statement and auditor's report, information about budget management arrangements, including arrangements for allocating funds to budget heads, and charging policies.										✓
Data on attendance, behavioural incidents, and permanent and fixed-term exclusions.		✓			✓					
Information on partnership arrangements with other schools and stakeholders, including sharing good practice, pupils' induction, transfer, curriculum co-ordination and continuity and integration arrangements.			✓				✓		✓	✓
Discussion:										
Discussion with pupils, parents/carers, staff, governors, visiting specialists and stakeholders.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annex 3: Regulations and guidance

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

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

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Accessibility Plan: Could be as an appendix to the Strategic Equality Plan Equality Act 2010; Planning to Increase Access to Schools for Disabled Pupils: NAFW Circular 15/2004.		✓		✓	✓	✓			✓
Action Plan Following School Inspection: Education Act 2005. Chapter 4, Sections 39 & 43						✓	✓		
Anti-Bullying: School Standards Framework Act 1998 section 61				✓	✓	✓			
Attendance: (School Standards Framework Act 1998 section 63); The Education (Pupil Registration) Regulations 1995; The Education (Pupil Registration) Regulations 1997; The Education (School Performance and Unauthorised Absence Targets) (Wales) Regulations 2006; Exclusion from Schools and Pupil Referral Units 01/2004 incorporates amendments from Circular 1(A) 2004 Reprinted February 2008 Inclusion and Pupil Support - Section 4 - Attendance; Summary of guidance for schools; Annex 4.i - Registration practices and codes				✓		✓			
Class Size (Infants Schools) School Admissions Education (Infant Class Sizes) Wales, Regulations 2009 (Amendment)		✓			✓	✓			

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Complaints Procedures: Section 29 of the Education Act 2002; Guidance found in National Assembly for Wales Circular 03/2004 – School Governing Bodies Complaints Procedures; Guidance for School Governing Bodies on Procedures for Complaints Involving Pupils No. 39/2006				✓		✓			
Curriculum: School Government (Terms of Reference) (Wales) Regulations 2000; The National Curriculum Assessment Arrangements (Miscellaneous Amendments) (Wales) Regulations 2005; The School Curriculum in Wales (Miscellaneous Amendments) Order 2008; The Education (National Curriculum) (Attainments Targets and Programmes of Study) (Wales) Amendment Order 2008; The Education (National Curriculum) (Modern Foreign Languages) (Wales) Order 2008;		✓		✓		✓			
National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales 2008;		✓		✓					
Collective Worship (Schools Standards Framework, 1998, section 70), circular 10/94, Religious Worship and Collective Worship; The Disapplication of the National Curriculum for Wales at KS1 (Wales) Regulations 2008; The Education (National Curriculum) (Foundation Stage) (Order) 2008; Ensuring Consistency in Teacher Assessment: Guidance for KS2 and KS3 ISBN 9780 7504 4478 1;						✓		✓	
Learning Pathways 14-19 Guidance II, Circular 17/2006;		✓				✓		✓	
Collaborative Arrangements Between FE Institutions and Schools 007/2009 February 2009;		✓				✓		✓	
Transforming Education and Training Providers in Wales: Delivering Skills that Work for Wales ISBN 978 0 7504 4787 4; Personal and Social Education (PSE) and Work Related Education (WRE) in the Basic Curriculum (Circular13/2003)		✓		✓		✓		✓	
Education for Sustainable Development and Global Citizenship: A Strategy for Action 055/2008 April 2008; A Common Understanding for Schools 065/2008 July 2008		✓				✓			

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Equality and Human Rights:		✓		✓	✓	✓			✓
Equality Act 2010 Strategic Equality Plan, including Accessibility Plan as an appendix Planning to Increase Access to Schools for Disabled Pupils: NAFW Circular 15/2004									
Financial Procedures: The Financing of Maintained Schools Regulations 1999; The Education (LEA Financial Schemes) (Wales) Regulations 2004; The School Budget Shares (Prescribed Purposes and Consequential Amendments) (Wales) Regulations 2008						✓			✓
Fire Safety Policy and Procedures: (Health and Safety at Work Act) (Fire Safety) Order 2005				✓	✓	✓			
Freedom of Information: A school must maintain and publish a Publication Scheme; (Freedom of Information Act 2000 section 19)						✓			
Governors' Annual Report to Parents: School Governors Annual Reports (Wales) Regulations 2001; The Annual Parents' Meeting (Exemptions) (Wales) Regulations 2005						✓			
Healthy eating and drinking				✓					
The Healthy Eating and Drinking Measure (Wales) 2009									
Home-School Agreements: School Standards Framework Act 1998, Sections 110 &111						✓		✓	
Meetings and Minutes of the Governing Body: The Government of Maintained Schools (Wales) Regulations 2005						✓			
More Able and Talented: Meeting the Challenge. Quality Standards in Education for More Able and Talented Pupils 006/2008 May 2008		✓	✓			✓			
National Children and Young People's Participation Standards May 2007	✓			✓					
Performance Management: School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002						✓	✓		
Register of Business Interests of Headteacher and Governors: The Education (LEA Financial Scheme) (Wales) Regulations 2001						✓			

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Reporting to Parents and Pupils: WAG circular 18/2006 'Educational Records, School Reports and the Common Transfer System….' – Section 3; 'How is my child doing at primary/primary school?' WAG Annual Publication			✓			✓			
Safe and effective intervention – use of reasonable force									
Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the following circumstances to prevent a pupil from doing or continuing to do any of the following: • committing an offence; • causing personal injury to, or damage to the property of any person • (including the pupil himself/herself); or • prejudicing the maintenance of good order and discipline in the school or • among any pupils receiving education at the school, whether during a • teaching session or otherwise.			✓	✓		✓			
Safeguarding: School Standards Framework Act 1998 section 70; All Wales Child Protection Procedures; and NAW circular 34/02 'Child Protection: preventing unsuitable people from working with children and young persons in the education service'; Guidance on the Education of Children Looked After by Local Authorities Circular 2/2001; Circular 005/2008 Safeguarding Children in Education; NAW Circular 47/06 Inclusion and Pupil Support; Principles and Practice in the support of Minority Ethnic Pupils' Achievements (2006/7); Teaching Drama: Guidance on Safeguarding Children and Child Protection for Managers and Drama Teachers Circular 23/2006; The Protection of Children Act (1999); NAW's 'Working Together To Safeguard Children' (2000); The role of local authorities and governing bodies under the Education Act 2002. Framework for the Assessment of Children in Need and their Families 2001;				✓		✓			
United Nations Convention on the Rights of the Child;									

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
WO Circular 52/95 'Protecting Children From Abuse: The Role of the Education Service'									
School Contact Hours for Pupils: Circular 43/90					✓	✓			
School Councils: Education (School Councils) (Wales) Regulations 2006; Circular 42/2006; Guidance for School Governing Bodies on the Establishment and Operation of School Councils				✓	✓	✓			
School Effectiveness: School Effectiveness Framework ISBN 978 0 7504 4616 7; Quality Effectiveness Framework for post-16 learner in Wales March 2009, ISBN 978 0 7504 4928 1; The Learning Country, August 2001 ISBN 0 7504 2735 3; The Learning Country: Vision into Action						✓	✓	✓	
School Prospectus: Education (School Information) (Wales) (Amendment) Regulations 2001. WAG Circular 14/01						✓		✓	
Sex Education: Section 352 (1) (c) of Education Act 1996. Primary schools are not required but can decide whether to include sex education in the school's curriculum and keep a written record.				✓		✓			
Special Needs: The Special Educational Needs (Provision of Information by LEAs) (Wales) Regulations 2002; Special Educational Needs Code of Practice for Wales (reprinted 2004); Challenging Pupils: Meeting the Curriculum Needs of Pupils with Emotional and Behavioural Difficulties 2000		✓	✓	✓		✓			
Staffing Structure: The Education (Review of Staffing Structure) (Wales) Regulations 2005					✓	✓	✓		✓
Target Setting: The Education (School Performance and Unauthorised Absence Targets) (Wales) Regulations 1999		✓	✓			✓	✓		
Transition Plans (Mainstream Primary Schools and Primary Schools): The Education Act 2002, WAG Guidance 30/2006		✓	✓	✓		✓	✓	✓	

Annex 4: Questionnaire for pupils

Tell us about your school

If you agree with the statement, please put a **tick** (✓) in the space next to it.
If you do not agree, please put a **cross** (**x**).
If you cannot answer a question, please **leave it blank**.

Your school name:

Boy	Girl	Please circle one box

Year Group	3	4	5	6	Please circle one box

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

Annex 5: Questionnaire for parents/carers

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

Annex 6: Pupils with additional learning needs

Pupil and other stakeholder views are sources of evidence for all key questions.

Inspectors must ensure that evaluation of the ten quality indicators includes the achievements, attitudes and wellbeing of all pupils, taking particular account of outcomes for pupils with additional learning needs (ALN).

The term 'additional learning needs' is used to identify pupils whose learning needs are additional to the majority of their peers. The term 'special educational needs' is a sub-category of additional learning needs, used to identify those learners who have severe, complex and/or specific learning difficulties as set out within the Education Act 1996 and the SEN Code of Practice for Wales.

Pupils with additional learning needs include those who have:

- special educational needs (SEN);
- disabilities;
- medical needs; and
- emotional, social and behavioural difficulties and/or mental health needs.

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

- minority ethnic groups;
- refugees/asylum seekers;
- migrant workers;
- looked-after children (LAC);
- young parents and pregnant young women;
- young offenders;
- children and families in difficult circumstances;
- pupils at risk of homophobic bullying;
- young carers;
- pupils learning English as an additional language;
- pupils with Basic Skills needs.
- pupils educated otherwise than at school; and
- Gypsies and Travellers.

Annex 7: Reporting on performance data in primary schools

Key Question 1: How good are outcomes?

Overall judgement on standards

The school's performance in National Curriculum assessments and other national tests will only form a part of the overall judgement on standards. Performance in these will make an important contribution, but judgements should not be based on these alone. Judgements should also consider evidence from the on-site part of the inspection, such as that from lessons observations, book scrutiny and discussions with pupils.

In most cases, there will be a close relationship between the standards pupils reach in lessons and in their books and performance data. Where this is not the case, inspectors should investigate and, if necessary, explain clearly the reasons for any apparent contradictions.

1.1 Standards

The main focus should be on achievement rather than attainment. Inspectors should give more weight to those analyses that present comparisons with similar schools.

The section on school performance in the main report should focus on reporting the main, headline messages and trends in relation to performance data. More detailed analysis should take place in the commentary on school performance data (Annex 1 in the main report).

Using the range of analyses

It is important to consider the picture given by the whole range of analyses available over a period of time, usually three years (where possible). Inspectors should not base conclusions on one year's performance, on one individual indicator or on only one type of analysis. It is important to look at the whole picture. However, until 2014, inspectors will not have enough data to report on trends in performance at the end of the Foundation Phase.

Inspectors should avoid 'cherry picking' data for inclusion as a good feature. The criteria used for the listing of good features and areas for improvement in relation to National Curriculum assessments must be balanced and objective. For example, if being in the first quarter for one particular indicator is listed as a good feature, then it follows that being in the fourth quarter for another indicator should be a shortcoming. Generally, good features and areas for improvement should refer to a wide range of indicators or trends in key indicators over time.

Reports on performance should start with the performance of the youngest pupils. In primary schools reports should cover Foundation Phase first followed by key stage 2.

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

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

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

These comparisons should be made over at least three years since data trends over this period carry more weight than performance in a single year.

The main report section on 1.1.1 should contain comments on the main trends over the previous three years and whether performance is generally improving, fluctuating or declining. It should focus primarily on the headline messages and how well the school is doing compared to its family of schools (similar schools) overall. In the Foundation Phase, this will be in terms of the Foundation Phase indicator (FPI) and in key stage 2 the core subject indicator (CSI).

The commentary on the data for the Foundation Phase should consider more detailed trends in performance on the FPI including the performance of pupils eligible for free school meals. Inspectors should include any good features or areas for improvement in the separate areas of learning that influence the FPI. Those areas of learning for which performance is reported are:

- personal and social development, wellbeing and cultural diversity;
- language literacy communication skills; and
- mathematical development.

The commentary for key stage 2 should consider more detailed trends in performance on the CSI including the performance of pupils eligible for free school meals and on any good features or areas for development in separate core subjects that influence the CSI. They should also mention trends in performance on the separate subjects at expected level plus one.

b comparison with schools that face similar challenges

Inspectors should give more weight to those analyses that present comparisons with similar schools.

They should consider the school's performance compared to that of similar schools on the free-school-meals (FSM) benchmark quartiles and also compared to performance of schools in the same family in the Foundation Phase data packs and the All Wales Core Data packs produced by the Welsh Government.

When using the free school meal benchmarks, inspectors should consider how close the school lies to the FSM band borderlines. If it is close to a borderline it may have more in common with the schools in the neighbouring benchmark group. Inspectors should also consider whether the school has changed FSM band during the three years for which the data is presented. These factors could make the school's benchmark position appear unduly favourable or unfavourable. In either case, inspectors should compare the school's performance with the benchmark quarters in the next free school meal group.

c comparison to prior attainment of the cohort

Inspectors should consider any analyses that show the progress made by pupils from the previous key stage. In evaluating pupils' progress at the end of the Foundation Phase and key stage 2, inspectors may consider whether their progress is appropriate for their ability, interests and previous performance.

However, it is important that any value added data is interpreted in the light of performance on other analyses. If there is a discrepancy between positive value added figures for schools whose performance does not compare well to other schools in their family or on the FSM benchmark quarters then this may be caused by significant under attainment at a previous key stage. Inspectors should comment on this and investigate the actions that the school has taken to help pupils to catch up.

1.1.2 performance of different groups of pupils

Inspectors should report on the trends in performance of pupils eligible for free school meals in the Foundation Phase indicator at the end of the Foundation Phase and the core subject indicator at the end of key stage 2 compared with pupils eligible for free school meals in the family and nationally.. If value-added data is available, it should also be used when considering the performance of pupils eligible for free school meals.

Inspectors should also consider the performance of particular groups of pupils including the performance of boys and girls and those with additional learning needs. Inspectors should consider the gender differences in relation to national averages and trends, and to similar schools.

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

Where relevant, in addition to the performance of the groups listed above, inspectors should also consider the progress made by looked-after children, those with English as an additional language, any learners from minority ethnic groups and Gypsy and Traveller children.

1.1.4 skills

Inspectors should take account of pupils' performance in the statutory National Reading and Numeracy Tests. These will allow inspectors to measure the progress of pupils in year groups and to compare a school's performance with that at the national level. Inspectors should use performance in the tests as a starting point before the further evaluation of pupils' literacy and numeracy skills that can be gained on evidence from observations of lessons, scrutiny of pupils' work and by talking to pupils. In particular, inspectors should consider the data on particular groups of pupils who have weak literacy and numeracy skills. Inspectors should consider the progress these pupils make in intervention programmes and their attainment at the end of the key stage. Inspectors should also consider the progress of pupils eligible for free school meals in developing their literacy and numeracy skills.

Small schools

Specific issues may arise in the inspection of small schools. A small year group can cause fluctuations year on year since each pupil counts for a significant proportion of the cohort. This is just as likely to improve performance as to depress it and is not a reason for under attainment. However, small primary schools could change FSM benchmark quarters more often than other schools and inspectors should allow for this in writing any commentary. In addition, newly arrived pupils at various ages who have little or no Welsh language skills joining schools who teach mainly through the Welsh language may have a distorting effect on end of key stage teacher assessments and can affect the school's CSI outcomes. However, to be in the fourth quarter year on year is an important shortcoming in these schools just as it is for larger schools.

The size of a school is one of the criteria in creating the families of schools. In small schools, therefore, it is particularly important to also compare the school's performance with that of others in its family. Inspectors should take into account the number of small schools within the family that comparisons are made against. For example, in a family of 11 schools it may be that only three schools report on standards as the number of relevant pupils is five or less.

Schools with resource bases

Many local authorities across Wales supply schools with resource bases with two sets of data, with and without the pupils from the resource bases. However, schools and local authorities need to bear in mind that the school's overall percentage of pupils with special educational needs (SEN) will also change if their analysis removes the pupils from the resource base. The percentage eligible for free school meals will also probably change so comparisons with the original benchmark group or family will no longer be appropriate. This is particularly the case where there is a relatively small cohort of pupils within a small primary school.

Schools with resource bases are welcome to submit any analysis of performance as part of their self-evaluation. Inspectors will consider this evidence and may, as a result, pursue a line of inquiry to look at the school's performance with and without the pupils in the resource base. This would be particularly important in those schools where the percentage of pupils with special educational needs is significantly higher than others in the family.

In any inspection, the findings do not depend only on performance data. They are based on the professional judgement of inspectors who also take into account the standards seen during the inspection, particularly those from classroom observations and scrutiny of books.

Overall judgement on standards

It should be assumed that there will be a close relationship between the standards pupils reach in lessons and the school's performance in National Curriculum assessments and in national literacy and numeracy tests. Where this is not the case, inspectors should investigate and, if necessary, explain clearly the reasons for any apparent contradictions. They should not, for example, report that standards are excellent or good in a school that is well into the third or in the fourth quarter for most

indicators or whose performance is consistently among the lowest in its family of schools, unless the report provides a clear and valid explanation for the apparent contradiction.

Being in the highest quarter does not necessarily imply an excellent feature. It merely means the school is in the top 25% of schools. In any one year, a few schools are in the top quarter for all three core subjects in either key stage. However, only a very small percentage of schools are in the top quarter for all, or nearly all, indicators for three consecutive years. In these cases, inspectors should consider, in the light of other evidence, whether these are excellent features. Similarly, only a very few primary schools are in the bottom quarter for all three core subjects and the CSI in any one year. An even smaller proportion of schools are in the bottom quarter for all, or nearly all, indicators for three consecutive years. In this case, inspectors should give serious consideration to judging performance to be unsatisfactory.

Annex 8: Additional teaching resource in schools

The following represents guidance on the inspection of additional teaching resource based in mainstream schools. The guidance outlines the course of action to be taken according to the category resource in question.

Category 1: Additional teaching resource that is part of a mainstream school

If one or more pupils are on the roll of the school you should inspect the resource provision as part of the mainstream school. This usually means that the school has direct management responsibility for this aspect of the provision. It does not matter who funds the provision, or who pays the staff or whether the pupils come from within or beyond the normal catchment area.

Category 2: Additional teaching resource that is part of a special school but based on the mainstream school premises. Pupils who attend this provision unit have dual registration

You should inspect the outcomes achieved by pupils in the additional resource. In writing 1.1 and 1.2, you should continue to report on whole school performance, including these pupils. However, where possible, you should also report briefly on the progress made by these pupils under 1.1 (1.1.2) so that their progress can be considered in the special school inspection. However, you should not evaluate the educational provision or leadership, unless the head of the mainstream school employs and manages the teachers in the additional teaching resource. Inspection of provision and leadership will be undertaken as part of the inspection of the special school.

Category 3: Additional teaching resource that is part of a special school but based on mainstream school premises. Pupils do not have dual registration

You should not inspect this sort of provision as part of the mainstream school. The inspection of this provision will be undertaken as part of the inspection of the special school.

Category 4: The additional teaching resource is registered as a PRU

You should not inspect this provision as a separate inspection will be undertaken. Estyn may also inspect the EOTAS provision during the inspection of the local authority. However, if some pupils have dual registration, the principles apply as in category 2 above.

Category 5: Any other additional teaching resource which is on the school premises but does not fit categories 1-4

You should not inspect this provision. Please notify the Estyn Inspection Co-ordinator on 02920 446446 of the existence of resource provision that falls into category 5. This provision may have the following features:

- pupils take part in alternative curriculum arrangements that are not funded by the school;
- the local authority directly funds and manages the provision; and/or
- the local authority funds external providers to run the provision.

Annex 9: Guidance on follow-up activity

Background

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

There are five types of follow-up activity:

1 Excellent practice case study
2 Local authority monitoring
3 Estyn monitoring
4 Significant improvement
5 Special measures

The first follow-up activity involves action by the school to produce an excellent practice case study for dissemination by Estyn. The second involves a report to Estyn from the relevant local authority. The last three involve activity by Estyn inspectors. Apart from the excellent practice case study, follow-up activity involves increasing levels of intervention in proportion to need.

The last two follow-up activities are statutory categories that apply to schools causing concern as defined by the Education Act 2005 and any associated circulars. The Minister for Education and Skills and Assembly officers will be informed when schools are placed in these categories and kept informed, following monitoring inspections by Estyn, of subsequent progress as required by the legislation.

The definition of a school in need of special measures and the definition of a school in need of significant improvement are in section 44 of the Education Act 2005.

1 Excellent practice case study

If a school gains an excellent judgement for any quality indicators, then the inspection team will have identified one or possibly more examples of sector-leading practice at the school that are worthy of emulation and warrant wider dissemination. This possibility should be discussed during team meetings, when sector-leading practice will have been a key consideration in reaching any excellent judgement. In such cases, the reporting inspector will invite the school to prepare one or two written case studies on agreed areas of excellent practice. Each case study will be no more than 600 words and may be accompanied by any appropriate illustrative material if appropriate[1], describing the sector-leading practice. It should be made clear to the school that the inspectorate reserves the right to edit the content and presentational style. The case study should describe the context and background of the best practice, the exact nature of the strategy or activity and what the impact has been on outcomes for the pupils. The case study must be one that can be held up as sector-leading practice to the scrutiny of other schools in the same sector or possibly other similar sectors.

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

Within five days of the end of the inspection, the RI will:

- complete the relevant section on the reporting JF;
- place the completed reporting JF in the inspection documents section of the VIR; and
- inform the designated IC by email and copy to the ic inbox at ic@estyn.gov.uk

The school may at a later stage also be invited to showcase their sector-leading practice at one of Estyn's best practice conferences. The example might be disseminated through various media, including the inspectorate's website, newsletters, best practice publications for the sector, in the Annual Reports of Her Majesty's Chief Inspector (HMCI) and at best practice events. Case studies will normally have a publication life of three years. If they have been published on the Estyn website, they will normally be removed after this time, to ensure that they remain topical and at the forefront of excellent practice.

2 Local authority monitoring

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

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

[1] Photographic images of children and young people require the necessary clearance.

If the school is judged to require local authority monitoring, the reporting inspector should tell the headteacher at the end of the inspection that the team has reached this judgement and complete the relevant section on the reporting JF.

Subject to moderation, the inspectorate will write a letter of confirmation to the school, copied to the local authority. It is expected that the local authority will monitor progress against the areas for improvement identified in the inspection report and keep the Estyn link inspector for that local authority informed. If the local authority and/or Estyn judges that insufficient progress has been made, Estyn inspectors will review the school's progress in a further six months to determine whether the school needs closer monitoring by Estyn.

Within five days of the end of the inspection, the RI will:

- complete the relevant section on the reporting JF;
- place the completed reporting JF in the inspection documents section of the VIR; and
- inform the designated IC by email and copy to the IC inbox at ic@estyn.gov.uk

3 Estyn monitoring

Normally, this level of activity will be required when at least one of the overall judgements for a school in an inspection report is adequate, but the school is not causing concern to the extent of requiring placement in the legally defined categories of requiring significant improvement or special measures.

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

If the school is judged to require Estyn monitoring, the reporting inspector should tell the headteacher at the end of the inspection that the team has reached this judgement and complete the relevant section on the reporting JF.

Subject to moderation, the inspectorate will write a letter of confirmation to the school, copied to the local authority, explaining that Estyn will monitor the progress made by the school. HMI will review the progress the school has made towards addressing the recommendations highlighted in the report about a year to eighteen months after the publication of the inspection report. The review activity may include consideration of the local authority report and scrutiny of the school's self-evaluation report. If a visit to the school takes place, this will be brief (usually one day in primary schools and two days in secondary schools). Estyn will invite the local authority to send an officer to join the monitoring team. If inspectors judge that insufficient progress has been made, then the school may be judged to require further monitoring. The school may be judged to require significant improvement or special measures and be placed in one of these statutory categories as a result of the follow-up activity.

Within five days of the end of the inspection, the RI will:

- complete the relevant section of the reporting JF;
- place the completed reporting JF in the inspection documents section of the VIR; and
- inform the designated IC by email and copy to the IC inbox at ic@estyn.gov.uk

Guidance for inspectors about schools causing concern that may require placing in a statutory category

On every inspection, inspectors should consider if the school is in need of special measures by considering:

- if the school is failing to give its pupils an acceptable standard of education; and
- if the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Inspectors must consider if the school has the capacity to improve before coming to a judgement about whether it requires special measures.

If they conclude that the school does not require special measures, they should then consider whether the school is in need of significant improvement. Inspectors must consider:

- if the school is performing significantly less well than it might in all circumstances reasonably be expected to perform.

The inspection team must report as they find, and be able to substantiate their judgements on the basis of sound evidence. Coming to a judgement that a school is in need of special measures or needs significant improvement is not an easy task, but it must **not** be avoided. If the evidence points to the conclusion that the school requires special measures or is in need of significant improvement, inspectors must make that judgement.

4 Significant improvement

Schools in need of **significant improvement** are likely to have fewer important areas for improvement than schools in need of special measures. If inspectors have seriously considered, but rejected, the judgement that the school is in need of special measures, it is highly likely that it will come into the category of schools requiring significant improvement.

Inspectors may find it helpful to consider the **school profile**, which draws together the corporate judgements of the team.

Question	Judgement
The school's current performance	
The school's prospects for improvement	
KQ1 Outcomes	
1.1 Standards	
1.2 Wellbeing	
KQ2 Provision	
2.1 Learning experiences	
2.2 Teaching	
2.3 Care, support and guidance	
2.4 Learning environment	
KQ3 Leadership	
3.1 Leadership	
3.2 Improving quality	
3.3 Partnership working	
3.4 Resource management	

While the school in this category may be just about providing an acceptable standard of education, it is important that the inspection team consider if there is room for **significant improvement**. The guiding principle must be whether the school is performing significantly less well than it might in all circumstances be expected to perform.

Inspectors must give particular consideration to identifying the school as needing significant improvement if both overall judgements are judged adequate, particularly if one or more key question or quality indicator are judged unsatisfactory or all are judged adequate.

Inspectors should be aware that some schools in this category may have adequate as the overall judgements for all or most key questions, yet still be in need of significant improvement.

At all times, inspectors should remember that the main emphasis in school inspections is on the standards pupils achieve. The issues identified above should be discussed as a matter of importance in team meetings. The starting point of these discussions would be that these circumstances signal important areas for improvement in the standards pupils achieve, the quality of education provided by the school and/or leadership and efficiency. Inspectors' discussions should take account of any mitigating factors to ensure the validity and reliability of judgements before coming to a decision that a school is in need of significant improvement.

In all circumstances, it is vital that inspectors judge the work of the school in the context in which it is currently operating. Inspectors **should not** be unduly influenced by:

- recently prepared plans for improvement that have yet to be implemented; and
- the recent appointment of staff, such as a new headteacher.

This is because, in both cases, the effect or impact of improvements will not have taken place and inspectors must judge outcomes rather than intentions.

Procedures to be followed if the school is in need of significant improvement

If the school is judged to be in need of significant improvement, the RI should take the following steps:

- telephone and inform the appropriate inspection co-ordinator at Estyn (tel. 02920 44 6446) before the school is told of the judgement, no later than the end of the inspection in the school; and
- tell the headteacher and any governor and LA representative present at the end of the inspection that the team has reached the judgement that the school is in need of significant improvement.

Within **five days** of the end of the inspection, the RI will:

- complete the relevant section of the reporting JF;
- place the completed reporting JF in the inspection documents section of the VIR; and
- inform the designated IC by email and copy to the IC inbox at ic@estyn.gov.uk

HMCI, or HMI acting on behalf of HMCI, will scrutinise the reporting JF to check the judgement. The RI should ensure that all the evidence collected during the process of the inspection is available for scrutiny. HMCI has the power to call for any information required.

Reports and summaries for a school in need of significant improvement

If, following quality assurance procedures HMCI **agrees** with the RI's judgement, the report will state: 'In accordance with the Education Act 2005 HMCI is of the opinion that this school is in need of significant improvement'.

If HMCI **does not agree** with the RI's opinion, the report will state: 'In accordance with the Education Act 2005, I am of the opinion, but HMCI disagrees, that this school is in need of significant improvement'.

Before publication of the report, the inspectorate will write a letter of confirmation to the school, copied to the local authority, explaining that:

- the school is placed on a list of schools in need of significant improvement;
- the school works with the local authority to address the weaknesses; and
- about 12 months after the publication of the report, Estyn will undertake an inspection visit to the school and make one of the following decisions:

    1) if enough progress has been made, the school can be removed from the list of schools in need of significant improvement; or
    2) one further visit is necessary as the school is making adequate progress (in exceptional circumstances only); or
    3) if the school has not made enough progress and does not give any indication that it has the capacity to do so, then consideration will be given to placing the school in special measures.

HMCI has a duty to notify the Minister for Education and Skills and the local authority that the school is in need of significant improvement.

5 Special measures

Schools in need of **special measures** are likely to have many important areas for improvement in their work. Some schools may have a few important areas for improvement to a very marked degree or many areas for improvement to a lesser degree. In most instances, it will be the cumulative weight and effect of a combination of these areas for improvement which, when taken together, will prompt the judgement that a school is not providing an acceptable standard of education. While one feature alone is unlikely to result in a judgement that a school requires special measures, where inspectors find low standards and poor teaching and learning, risk to pupils or the likelihood of a breakdown of discipline, the school will normally require special measures.

Inspectors must also consider carefully if the persons responsible for leading, managing or governing the school are **not** demonstrating the capacity to secure the necessary improvement in the school. In judging whether senior managers have the capacity to bring about improvements, inspectors will need to give attention to how well these persons know and understand the strengths and weaknesses of the school. Inspectors should also establish if senior managers show the ability to tackle the weaknesses through the sense of purpose and direction they provide. Discussions with senior managers should provide evidence of how they are tackling these issues and if they are giving attention to the right things. Senior managers should be able to demonstrate that they know what quality of work they expect of learners and those they manage and be able to communicate these expectations to colleagues.

Inspectors should also take account of how well informed governors are about issues that affect the performance of the school. They should evaluate how well they use this information to take effective and appropriate decisions. Inspectors should consider whether governors meet the duties imposed on them by educational and other legislation.

Inspectors may find it helpful to consider the grade awarded to each key question within the **school profile**, which draws together the corporate judgements of the team.

Question	**Judgement**
The school's current performance	
The school's prospects for improvement	
KQ1 Outcomes	
1.1 Standards	
1.2 Wellbeing	
KQ2 Provision	
2.1 Learning experiences	
2.2 Teaching	
2.3 Care, support and guidance	
2.4 Learning environment	
KQ3 Leadership	
3.1 Leadership	

3.2 Improving quality	
3.3 Partnership working	
3.4 Resource management	

Inspectors must give particular consideration to identifying the school as needing special measures when any overall judgement or key question is judged unsatisfactory.

At all times, inspectors should remember that the main emphasis in school inspections is on the standards pupils achieve. The issues identified above should be discussed as a matter of importance in team meetings. The starting point of these discussions would be that these circumstances signal important areas for improvement in the standards pupils achieve, the quality of education provided by the school and/or leadership and efficiency. Inspectors' discussions should take account of any mitigating factors to ensure the validity and reliability of judgements before coming to a decision that a school does or does not require special measures.

Inspectors may also find it helpful to use the questions below to help them judge whether a school requires special measures. It would not be necessary for each question to be answered as 'yes' to result in a school requiring special measures.

General

Questions to ask	
Is the school failing to give its pupils an acceptable standard of education?	**yes/no**
Do the leaders and managers demonstrate the capacity to secure the necessary improvement?	**yes/no**

Outcomes

Is the achievement of pupils not as good as pupils in other similar schools?	**yes/no**
Do any particular groups of pupils underachieve in National Curriculum assessments and/or external examinations?	**yes/no**
Are pupils making insufficient progress in their acquisition of knowledge, understanding and skills?	**yes/no**
Do pupils underachieve in literacy, numeracy and information and communications technology?	**yes/no**
Are pupils regularly disruptive?	**yes/no**
Do substantial proportions of pupils or a particular group of pupils attend poorly?	**yes/no**
Is the level of exclusions high?	**yes/no**
Do pupils lack motivation and display negative attitudes to their work?	**yes/no**

Provision

Is there a high proportion of teaching with weaknesses?	**yes/no**
Are the teachers' expectations of pupils' achievement too low?	**yes/no**
Are relationships between staff and pupils and between pupils themselves poor?	**yes/no**
Are any pupils at physical or emotional risk from other pupils or adults in the school?	**yes/no**
Is there evidence of significant levels of racial tension or harassment?	**yes/no**
Does the school fail to prepare pupils for adult life, including the world of work, where appropriate?	**yes/no**
Does the school fail to promote the wellbeing of its pupils?	**yes/no**

Leadership

Are the headteacher and/or senior leadership team having an impact on achieving clear and sustained progress?	**yes/no**
Do the governors hold the school to account?	**yes/no**
Is there effective and accurate self-evaluation, including rigorous analysis of performance data and robust evaluation of teaching and learning?	**yes/no**
Is planning for improvement effective, including setting clear priorities and identifying practical strategies?	**yes/no**
Have important weaknesses in performance been tackled?	**yes/no**
Is poor management of resources and accommodation seriously impeding educational progress?	**yes/no**

The inspection team must be clear about why they judge that a particular school is in need of special measures. The team should be able to justify their judgements when the deficiencies are considered in aggregate.

Procedures to be followed if the school is judged to require special measures

Inspectors should report their judgements using the prescribed wording and must follow the specific procedures set out below.
If the school is judged to require special measures, the RI should take the following steps:

- telephone and inform the appropriate inspection co-ordinator at Estyn (tel. 02920 446446) before the school is told of the judgement;
- no later than the end of the inspection in the school:

    1) inform the headteacher orally that in the opinion of the inspection team there are serious deficiencies in the school's performance and capacity, and list those deficiencies;
    2) explain that it is likely that the school will be judged to require special measures and that the team now needs to review the evidence; and

3) remind the senior managers of the need to ensure confidentiality about the team's possible findings; and

- at the oral report to senior management, state that the team has judged that the school does not give an acceptable standard of education, and explain carefully the reasons for this judgement; then the following form of words could be used:

'I am of the opinion that special measures are required in relation to this school because it is failing to give its pupils an acceptable standard of education and senior leaders lack the capacity to secure the necessary improvements. In accordance with the Education Act 2005 I shall send a draft report to HMCI and will await her judgement whether she agrees or not that this school requires special measures.'

The RI should be prepared to justify the judgement, and to take note of any factual matters which the senior management wishes to put forward. The RI should make clear to senior management and any governor and LA officer present that:

- this judgement is their opinion and that of the team;
- in accordance with the Education Act 2005, the RI will inform HMCI;
- HMCI must state whether or not they agree with the opinion;
- if HMCI agrees with the opinion the school will be subject to special measures; and
- the issue of the report may be delayed because of the circumstances, but the maximum delay is three months from the time when it was due.

Within **five days** of the end of the inspection, the RI will:

- complete the relevant section on the reporting JF;
- place the completed reporting JF in the inspection documents section of the VIR; and
- inform the designated IC by email and copy to the IC inbox at ic@estyn.gov.uk

Reports and summaries for schools requiring special measures

The RI must make clear in the reporting JF that, in their opinion, the school is not providing an acceptable standard of education and senior leaders lack the capacity to secure the necessary improvement (that is, it requires special measures). They must also make clear the deficiencies which led to that judgement. The evidence base for the inspection should fully substantiate the judgement.

HMCI, or HMI acting on behalf of HMCI, will scrutinise the reporting JF to check the judgement. Inspectors should ensure that all the evidence collected during the process of the inspection is available for scrutiny. HMCI has the power to call for any information required.

Estyn may visit the school within three weeks to corroborate the judgement that the school is in need of special measures, but this will not normally be necessary. The purpose of this visit will be to:

- inspect those aspects of the school where inspectors have found deficiencies;

- determine the validity of their judgements; and
- check that they conducted the inspection properly.

If, following quality assurance procedures, HMCI **agrees** with the judgement that the school is failing to give an acceptable standard of education to its pupils and senior leaders lack the capacity to make the necessary improvements, the report will state:

'In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school'.

If HMCI **does not agree** with the RI's opinion, the report will state:

'In accordance with the Education Act 2005, I am of the opinion, but HMCI disagrees, that special measures are required in relation to this school.'
Before publication of the report, the inspectorate will write a letter of confirmation to the school, copied to the local authority, explaining that:

- the school is placed on a list of schools requiring special measures;
- the school works with the local authority to address the weaknesses; and
- Estyn will monitor the progress of the school every term.

HMCI has a duty to notify the Minister for Education and Skills and the local authority that the school requires special measures.

Glossary

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