

Key Question 1

How well do pupils & students achieve?

1.1 Do pupils achieve good standards in their knowledge, understanding and skills?

1.1.1 give a concise overview of the judgements on standards achieved in the different subjects and areas of learning;

1.1.2 give a clear statement for each key stage, and, where appropriate, for pupils over 16, and make comparative judgements between subjects and areas of learning; and

1.1.3 include a clear judgement about the standards achieved by pupils with SEN.

You should gain evidence on the standards of pupils' achievements by

- observation of lessons,
- discussion with pupils and examination of their work.

These will provide insights into pupils' grasp of subject matter, the quality of their thinking and the progress being made.

- Teachers' assessments and pupil records are useful sources of evidence in addition to pupils' current and earlier work.

[For pupils with statements of special need, judgements about achievements will be influenced by the criteria used to identify and select pupils for their special provision. In judging pupils' achievements, evidence should include pupils' statements and related papers, transitional plans and individual education plans, and comment should be made about pupils' achievements in relation to these. Your judgements will centre on pupils' progress.]

When any NC assessments and external examination information are not reflected in judgements about standards, you should explain why this is so.

1.2 Do pupils achieve agreed learning targets and goals?

Evaluate:

1.2.1 the progress being made to reach targets set by the school

For pupils aged 14 and over, we judge standards by taking account of grade or performance criteria, for the course being followed. Use national average grades, point scores or pass rates for the subjects or courses concerned, to set the performance of pupils in the school in context. Also take account of the destinations of school leavers.

1.3 Do pupils reach appropriate levels in key skills, including bilingual competence?

You should evaluate how well pupils achieve:

1.3.1 in communication skills;

1.3.2 in mathematical or application of number skills;

1.3.3 in information technology skills; and

1.3.4 bilingual competence where the school aims to achieve competence in both Welsh and English.

For communication skills, give a clear judgment about the standards pupils achieve in speaking, listening, reading and writing, taking account of their ability and any SEN.

For mathematical skills, consider pupils' capability, at a level appropriate to their age, ability and any SEN, to cope with the mathematical demands of everyday life.

For information technology skills assess pupils' ability to use ICT tools and information sources effectively to obtain, prepare, process and present information and communicate ideas.

[For bilingual competence, consider pupils' ability to speak, read and write in Welsh and English. Identify any differences between standards achieved by groups of pupils in both languages. See Estyn's supplementary guidance on bilingualism. In coming to a judgement, you should take account of the linguistic nature and policy of the school.

In determining the standards achieved in these skills, draw on evidence across the curriculum. Consider whether pupils' skills in these areas are well enough developed to ensure they have full access to the curriculum or whether the skills are too low and are a barrier to learning.

Although NC orders are not mandatory for independent schools, the subject orders signpost opportunities to develop these skills in the common requirements. Take these requirements into account when evaluating the provision for the development of these skills. In key stage 4 and post-16 these skills are developed as Key Skills units in the National Qualifications framework.

You should provide evaluations of the other skills across the curriculum in the section on 'the development of their personal, social and learning skills'. These include:

- for pupils up to age 14, problem-solving and personal and social education skills; and
- for pupils aged 14 and over, problem-solving, improving ones' own learning and working with others.

1.4 Do pupils succeed regardless of their social, ethnic or linguistic background?

You should evaluate:

1.4.1 how well different groups of pupils are performing.

Consider whether there is any underachievement in certain subjects or areas of learning among pupils from particular social, ethnic or linguistic backgrounds. You should highlight this in the report. You need to consider particular strengths as well.

1.5 Do results and retention rates compare well with national averages and local and national benchmarks?

You should evaluate, where appropriate:

1.5.1 pupils' performance in NC tests and assessments and in external examinations; and

1.5.2 retention rates.

Further guidance

Interpret pupils' performance in the light of the evidence gathered and compared, where appropriate, to

- pupils in similar schools,
- their prior attainment, and to
- national averages.

The results do not give a complete picture and you need to judge how pupils' achievement and progress relate to what is expected for the year or group, using your expertise alongside the requirements of GCSE, A/AS, vocational and other recognised qualifications together, where appropriate, with NC level descriptions, as points of reference. You should also comment on differences in performance between subjects and between groups of pupils identified by age, ability, gender or ethnicity.

In the sixth-form, you need to check on how well completion and attainment rates compare with benchmarks.

1.6 Do trends in performance show continuous improvement or the maintenance of high standards?

Over a period of time please identify trends in performance.

Examine trends in:

1.6.1 how well the school has performed compared with other independent and maintained schools of similar background;

1.6.2 the differences in performance between subjects;

1.6.3 the performance of boys in relation to girls; and

1.6.4 the performance of particular groups of pupils.

Key Question 1 1.7+

How well do pupils & students achieve?

1.7 Do pupils acquire new knowledge or skills, develop ideas and increase their understanding?
..how well pupils:

1.7.1 acquire new knowledge, understanding and skills; and

1.7.2 apply their knowledge, understanding and skills to new and unfamiliar situations.

- Look at tasks completed before the evaluation, earlier in the term or year, or by
- observe pupils' acquisition and consolidation of knowledge, understanding and skills during an individual lesson.

1.8 Do pupils understand what they are doing, how well they are progressing and what they need to do to improve?

Wherever possible, you should discuss aspects of the work examined with the pupils who produce it. You should evaluate:

1.8.1 pupils' awareness of their levels of achievement in the various subjects or areas of learning;

1.8.2 their understanding of particular strengths and weaknesses in their work;

1.8.3 their perception of what are the major factors that determine the standards they currently achieve; and

1.8.4 their explanations for fluctuations from term to term or subject to subject.

[The progress of some SEN pupils will inevitably be very slow. In such cases, pupils' individual education plans can provide a good source of evidence of the targets pupils are working towards and the rate of progress towards them.]

1.9 Do pupils make good progress towards fulfilling their potential and moving on to the next stage of learning?

Evaluate the extent to which pupils:

1.9.1 progress as well as they can through the courses they are studying; and

1.9.2 are well placed to move onto the next stage of learning.

Further guidance

When judging the achievements of different groups of pupils, how does the school use its test and other assessment data, and target-setting procedures to set appropriately challenging targets.

Is the progress made good enough?

For the child or young person with learning difficulties, small steps in accessing modest portions of the formal curriculum may represent outstanding achievement. Conversely, in some schools where the overwhelming majority of pupils exceed all the traditional indicators of performance, many children may be working well within their capabilities and achieving modestly in terms of their real potential. In schools which appear to have few high attainers, check from your observations of pupils' work in lessons, and by talking to pupils, whether the results and the school's assessment data accurately reflect pupils' aptitudes.

Gather enough evidence to judge whether gifted and talented pupils are doing challenging work or working below their capacity. Where such pupils are present but not adequately catered for, gather evidence to substantiate judgements about their underachievement.

In answering the question as to whether pupils make good progress towards fulfilling their potential, find out:

- what pupils know, understand and can do, and test their understanding and ability to apply their knowledge to related problems;
- how pupils respond to the educational demands made on them and whether they are challenged enough; and
- what work they have done and to what standard.

Additional evidence might include:

- how the school's results, including, where appropriate, public examinations, compare with those of similar schools;
- tests, assessments, and other records which show progress over time; and
- value-added measures if available - use of our CAT tests.

Achievement and progress are likely to be high where pupils are:

- working at full capacity;
- constantly engaged in thinking or doing things which are unfamiliar and which require effort, concentration and perseverance.

Achievement and progress are likely to be low if pupils:

- fail to understand their work and what is expected; and
- consistently repeat tasks they have already mastered.

Report on the standards achieved by pupils including:

the development of their personal, social and learning skills

1.10 Do pupils show motivation, work productively and make effective use of their time?

Evaluate pupils':

- 1.10.1 attitudes to learning;
- 1.10.2 interest shown in their work; and
- 1.10.3 ability to sustain concentration.

You will need to look at how pupils come into school at the start of the day and whether they settle easily and move around the school calmly and with purpose. They should be pleased to show you around and to discuss things with you. Pupils who are interested and involved will be keen to:

- work in lessons;
- answer questions;
- engage with the task in hand;
- join in the range of activities provided; and
- show enthusiasm to get as much out of school as possible.

You should consider the attitudes of different groups of pupils to the school and, where there are differences, find out why. Find out whether the school is aware of these differences and what it is doing about them.

1.11 Do pupils behave responsibly and show respect for others?

You should evaluate the extent to which pupils:

1.11.1 demonstrate good behaviour;

1.11.2 understand what is expected of them; and

1.11.3 are considerate, courteous and relate well to each other and adults.

You should judge the standards of pupils' behaviour from direct observation to show:

- the extent to which they demonstrate good behaviour;
- the degree of self-discipline and mutual support which they display;
- the standards of courtesy displayed to one another, to staff and to visitors;
- their behaviour towards non-teaching staff;
- any tension between linguistic, ethnic or other groups;
- examples of aggressive behaviour or bullying; and
- the effects of behaviour on the progress made in lessons and the overall work of the school as a community.

This observation will be supplemented by other evidence:

- discussions with pupils and teachers;
- the school's work in relation to the learning outcomes in the Personal and Social Education Framework;
- an examination of the school's behaviour policy; and
- an examination of the school's practice for dealing with pupils whose behaviour is a cause for concern and for recognising the achievements of those who have behaved well.

We should be aware of the guidance on behaviour, disaffection, exclusions and specific pupil groups at risk of disaffection in National Assembly for Wales Circular 3/99 'Pupil Support and Social Inclusion'. However, independent schools are at liberty to adopt whatever policies they choose in relation to these issues. A lead inspector would evaluate the extent to which these policies are clearly understood by all pupils, parents and teachers and how consistently they are applied.

Evidence should include an evaluation of the number of, and reasons for, permanent and fixed-term exclusions from the school. You should be aware of the provisions of the Education Act 1996 and the Children Act 1989 in relation to behaviour and attitudes.

1.12 Do pupils achieve high levels of attendance and punctuality?

Evaluate:

1.12.1 pupils' overall attendance, noting any variations between particular groups of pupils; and

1.12.2 pupils' punctuality at the start of the school day and individual lessons;

1.12.3 whether the school complies with the requirements of NAW Circular 3/99.

Further guidance

Compare attendance rates with national and other data, as available. If attendance for the year falls significantly below the national norms for that phase, then you should usually judge that as grade 4.

You should take account of exceptional circumstances where appropriate.

You will need to consider the school's policy and guidance on attendance. This should help you gain an insight into how the school:

- promotes and maintains high attendance rates;
- notes that pupils are absent and follows this up;
- manages pupils whose attendance is a cause for concern; and

- supports pupils returning to school after a period of absence.

Examine registers, and, where attendance is poor, analyse them in detail. This will help you to identify trends such as the persistent absence of particular pupils or poor attendance at particular times of year. Examination of registers should also reveal the extent to which the school complies with the Education (Pupil Registration) Regulations 1995 (amended 1997). Observation of registration periods will help you to evaluate the accuracy of the records.

The requirements for completion of attendance registers are for day pupils only, whether in a wholly day school or a mixed day and boarding school. For convenience, and to act as a check on pupils' whereabouts for reasons of welfare or health and safety, most schools will register boarding as well as day pupils, but this is not a legal requirement.

When you observe classes, you should compare the number on roll with the number present, and follow-up the reasons for significant absences. The prevalence of unaccountable or unauthorised absence from lessons will become apparent and, in such circumstances, you can review this with the staff.

Discussion with staff will establish the extent to which they are aware of the causes of poor attendance. These discussions, and inspection of learning activities and pupils' work, will provide some evidence of the degree to which poor attendance is associated with low standards of achievement.

Scrutiny of a sample of pupils' record files, including any correspondence they may contain with parents and other agencies, will show the school's thoroughness in monitoring and, where appropriate, improving attendance. Discussions with staff, pupils, parents and the proprietor will, together with documentary evidence, help you to judge the efficiency of these procedures.

You should be aware of the guidance on attendance and specific pupil groups at risk of disaffection in NAW Circular 3/99 'Pupil Support and Social Inclusion'. Independent Schools must inform the LEA at agreed intervals of the name and address of any registered pupil who fails to attend the school regularly or has been absent continuously for ten or more school days.

Attendance for pupils under-five is not a statutory requirement. You will need to recognise that some schools try to develop good habits and positive attitudes to school by allowing pupils to attend part time at first.

Attendance by students over-16 is not required by law, but a school with a sixth-form should have a policy on attendance.

1.13 Do pupils develop the capacity to work independently, including the skills necessary to maintain lifelong learning?

You should evaluate how well pupils develop:

1.13.1 organisational and study skills;

1.13.2 problem-solving and decision-making skills; and

1.13.3 the skills to improve their own learning.

Further guidance

For pupils aged up to 14, you will need to take account of the other skills across the curriculum, such as personal and social education skills and problem-solving skills. Although not mandatory in independent schools you may wish to take account of the common requirements of the NC. For pupils aged 14 and over, you will need to take account of the wider key skills of problem solving and improving own learning and performance. ACCAC's PSE Framework also offers useful non-mandatory guidance in this connection.

You will need to find out whether pupils take an active part in the life and work of the school. They should show by their attitudes whether they see themselves as part of a community. You should observe whether they support each other. By discussion with pupils and observation of lessons, you should be able to judge whether pupils are able to plan and organise their own work without supervision and cope confidently with the pressure and opportunities of school life.

Where appropriate, you should judge whether pupils have acquired the attitudes that are likely to sustain their interest into the next stage of learning and beyond their time in school.

1.14 Do pupils progress well in their personal, moral, social and wider development?

You should evaluate how well pupils progress in developing their ability to:

1.14.1 work with others;

1.14.2 show respect, care and concern for others;

1.14.3 take on responsibility for their actions and their work; and

1.14.4 show honesty and fairness.

For pupils aged up to 14, you will need to take account of the other skills across the curriculum, such as personal and social education skills. For pupils aged 14 and over, you will need to take account of the wider key skill of working with others. You may find it helpful to take account of the common requirements of the national curriculum, when evaluating these skills. ACCAC's Personal and Social Education Framework also offers useful non-mandatory guidance in this connection.

By observing learning activities and other aspects of the school's work, you should be able to judge:

- whether the quality of relationships is such that pupils feel free to express and explore their views openly and honestly, and are willing to listen to opinions which they may not share;
- whether pupils are developing their own personal values and are learning to appreciate the values of others;
- whether there is an ethos which values imagination, inspiration and contemplation, and encourages pupils to ask questions;
- whether pupils are acquiring knowledge and skills which help to develop their understanding of moral and social issues, and help them to approach problems rationally;
- the extent to which pupils develop wider interests, social skills and community awareness as a result of the curriculum, assemblies, collective worship, pastoral provision and extra-curricular activities; and
- the benefits to the school from, and pupils' responses to, activities and responsibilities outside the classroom, including links with industry and the wider community.

Where appropriate, you should evaluate the contribution that [residential] arrangements make to the spiritual, personal, moral and social development. Factors to be considered might include:

- the pattern and tenor of life in the residential setting, opportunities for self-discipline, exercise of responsibility;
- consultation procedures, house meetings, councils;
- prayers and links with ministers of religion; and
- residential pupils' attitudes, relationships and sense of loyalty.

1.15 Do pupils demonstrate an awareness of equal opportunities issues and a respect for diversity within society

Evaluate the extent to which pupils:

1.15.1 recognise, understand and respect the diversity of beliefs, attitudes and social and cultural traditions.

Through observing pupils' actions in classes and around the school and through discussion with them, you should be able to gauge how aware pupils are of equal opportunities issues and whether they show respect for the diversity within society.

1.16 Are pupils prepared for effective participation in the workplace and the community?

Do pupils have opportunities to:

1.16.1 learn 'about work', 'through work' and 'for work'; and

1.16.2 develop an understanding of their community and, where appropriate, take part in community activities.

In pupils' work in both the formal curriculum and extra-curricular activities you will need to judge how well the school prepares pupils to take a full part in the life and work of the community. The school's work in this area is likely to contribute to the achievement of relevant skills, attitudes and values.

The following regulatory requirements relate to this key question:

“Quality of education provided”

1.2 The school must draw up and implement effectively a written policy on the curriculum supported by appropriate plans and schemes of work, which provides for:

- (c) pupils to acquire skills in speaking and listening, literacy and numeracy;
- (h) where the school has pupils below or above compulsory school age, a programme of activities which is appropriate to their needs;
- (i) the opportunity for all pupils to learn and make progress; and
- (j) appropriate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

1.5 The school must provide effective education for all pupils within a class to make progress, including pupils with statements and those for whom Welsh or English is an additional language.

Spiritual, Moral, Social and Cultural Development of Pupils

2 The spiritual, moral, social and cultural development of pupils at the school meets the standard if the school promotes principles which:

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2(a) enable pupils to develop their self-knowledge, self-esteem and self- confidence; and

2(b) enable pupils to distinguish right from wrong and to respect the law.”

Sources of evidence

Documents:

- NC assessments and external examination results, where applicable. These should be analysed by subject, ethnicity and gender;
- evidence of pupils' abilities at intake, indicated by test scores and, where applicable, by assessments at an earlier NC key stage;
- the school's self-evaluation report;
- information about the targets for improvement set by the school;
- teachers' assessments and records of pupils' progress and achievement; and
- for pupils with SEN, their individual education plans, and, where applicable, statements of SEN and related evidence including annual reviews and transition plans.

Observation:

- pupils' work;
- observation of lessons or sessions; and
- the effects of the school's policy and practice for equality of opportunity on the standards of achievement.

Discussion:

- discussion with pupils, staff and parents; and
- parental views, as expressed in pre-inspection meetings and in the questionnaire.

Key Question 2

How well do teaching and training meet learners' needs and the curricular or course requirements

2.1 Do teachers stimulate and challenge pupils to achieve excellence?

Evaluate:

2.1.1 the level of challenge and motivation in the tasks provided;

2.1.2 the suitability of time limits set for the completion of tasks in relation to the pupils' abilities and understanding;

2.1.3 the success of the strategies used to help pupils who do not succeed at their first attempt;

2.1.4 the effectiveness of teacher interventions; and

2.1.5 how well teachers handle situations where individual pupils dominate or are passive.

Look for evidence that pupils are interested and stimulated by lessons. The teaching should challenge pupils' thinking and keep the work focused and moving at an appropriate pace.

2.2 You will need to consider the quality of relationships in the classroom - Do teachers establish good working relationships that foster learning? - and the extent to which teachers create a purposeful working atmosphere. You should evaluate:

2.2.1 the clarity and fairness with which the teacher exercises authority;

2.2.2 the extent to which the teacher stresses the importance of self-discipline and has expectations of appropriate behaviour;

2.2.3 the ways in which the teacher seeks to engage and maintain pupils' interest;

2.2.4 how the teacher supports and manages the pupils, intervening according to the needs of individuals and groups;

2.2.5 the respect between teacher and pupils and the effect of relationships upon pupils' attitude to work; and

2.2.6 the range of teaching strategies employed to ensure that pupils apply themselves to work with purpose and self-confidence.

2.3 Do teachers show good subject knowledge and familiarity with recent developments in their field?

Evaluate:

2.3.1 competence in establishing and teaching the content of schemes of work, including personal, social and work related education. Competence in teaching external, examination courses;

2.3.2 competence in planning activities and carrying them out;

2.3.3 how well teachers draw on their knowledge of how children learn when presenting them with new experiences or information;

2.3.4 skill in asking relevant questions and providing explanations;

2.3.5 perceptiveness in marking and responding to pupils' work;

2.3.6 ability to draw on a range of contexts and resources to make the subject knowledge comprehensible to pupils; and

2.3.7 success in providing demanding work to meet the needs of all pupils including those with SEN and those who are more able.

STAFF Records of qualifications, experience and training provide a starting point for assessing teachers' subject expertise, but the main source of evidence is the observation of teaching, supported by studying documents such as teachers' planning and assessment records and discussion with teachers themselves.

2.4

Do teachers plan effectively and have clear objectives for taught sessions and other learning experiences that pupils understand?

Evaluate the extent to which teachers:

2.4.1 have clear objectives for what the pupils have to learn;

2.4.2 communicate the objectives to pupils;

2.4.3 set lessons into a well structured sequence; and

2.4.4 adapt lessons to suit the needs of pupils or to respond to unexpected events.

Good planning means that the teaching in a lesson, session, or sequence of lessons has clear objectives expressed in terms of what pupils are to learn. It will also show how teachers will achieve these objectives and how these objectives relate to the school's educational aims and philosophies. It will take into account the differing needs of pupils. Plans can take a number of forms, but, whatever form the planning takes, it should:

- set out clear objectives for the school's schemes of work, taking account of external examination and other course requirements, where appropriate;
- summarise what pupils will do and the resources they will need; and
- show how knowledge, understanding and skills can be extended and the work adapted to suit pupils who learn at different rates. Consider how, where appropriate, learning support staff and other assistants are:
- involved in planning the teaching;
- briefed about what they are expected to do; and
- managed in order to have the maximum impact on pupils' learning.

In primary schools, there should be evidence of structure in the planning of any topics that include a number of subjects. For each subject, planning should indicate clearly the learning objectives, how teaching will be organised to challenge pupils, and that continuity and progression have been considered.

Vocational courses in key stage 4 and post-16 put considerable emphasis on assignments. You should consider the extent to which teachers help pupils address their management of time.

2.5 Do teachers use a range of teaching methods and resources, which secure the active engagement of pupils?
In judging the range of teaching methods and resources, you should evaluate:

2.5.1 the extent to which the lesson's content is introduced with knowledge, skill and imagination;

2.5.2 the clarity of explanations, the quality of questioning and the contribution of discussion to the pupils' understanding;

2.5.3 the extent to which the planned teaching style promotes the purpose of the lesson;

2.5.4 the extent to which teachers ensure that pupils are clear about what they are doing, why they are doing it, how long they have to do it, and the way in which they can judge success in their work;

2.5.5 the appropriateness of the resources selected for the lesson and the extent to which suitable modifications have been made to materials and organisation to accommodate pupils' special needs and abilities;

2.5.6 whether there is effective deployment of support teachers and other adults; and

2.5.7 the usefulness of classroom routines, including the procedures for homework where appropriate.

Teachers' work in the classroom will take many different forms, and it is important that you judge the effectiveness of teaching on its contribution to outcomes and not on the basis of preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose of achieving high standards of work and behaviour for all pupils.

You should judge the quality of teaching on the evidence from all team members and reflect on the range of styles and quality seen.

Key issues with regard to how pupils are organised in a class are:

- whether the objectives are best achieved by pupils working alone, in pairs or small groups, or all together; and
- whether the form of organisation allows the teacher to interact with pupils positively and effectively.

You should evaluate the extent to which provision and practice meet the range of disabilities and SEN found in the pupil group. You should consider whether grouping and support systems meet the range of needs without affecting adversely the breadth, balance and continuity of the pupils' curriculum. Where appropriate, you should be satisfied that resources and learning tasks are suitably differentiated to match individual learning needs and the formal statements of pupils with SEN.

2.6 Do teachers promote equality of opportunity and actively address issues of gender, race and disability equality?

You should evaluate how well teachers:

2.6.1 promote equal opportunities and challenge stereotypical images and views; and

2.6.2 treat all pupils equally, irrespective of their race, gender or disability.

In coming to judgements about how well teachers promote and provide for equal opportunities, you will need to evaluate teaching methods, the account taken of pupils' ages, gender, ethnicity and disabilities, and pupils' access to resources.

You should pay particular attention to the school's provision for particular groups of pupils including those with SEN, those who have English as an additional language, and more able and talented pupils.

2.7 Do teachers meet the language needs of pupils, including providing access to bilingual teaching?

Evaluate the extent to which teachers:

2.7.1 are aware of pupils' ability to speak more than one language;

2.7.2 appreciate the potential advantages of pupils being able to work bilingually;

2.7.3 make use of pupils' knowledge and skills in both languages to advance and enrich their understanding of both languages; and

2.7.4 plan appropriate opportunities for them to develop and apply their bilingual skills in subjects across the curriculum.

Evaluations should take account of the school's policy on the language of teaching and learning.

You will find further information in Estyn's supplementary guidance on bilingualism.

You will also need to consider how well teachers of Welsh, and careers, in schools which teach Welsh as a second language:

- raise pupils awareness of the potential value of being fluently bilingual;
- convey a sense of conviction that bilingual fluency is an option for them to follow; and
- provide guidance on how pupils who study Welsh as a second language at school can go on to achieve bilingual fluency.

2.8 Do teachers plan to meet pupils' individual needs flexibly and to monitor and review their progress?

You should evaluate the extent to which teachers:

2.8.1 cater appropriately for the learning of pupils of all abilities;

2.8.2 ensure the full participation of all pupils; and

2.8.3 monitor and review their progress

Further guidance

You will need to consider the needs of all pupils. In particular, you will need to pay particular attention to the school's provision for specific groups of pupils:

- those with SEN;
- those who have English as an additional language; and
- gifted and talented pupils.

You will need to check that the school has regard to the revised SEN Code of Practice 2002 on the identification and assessment of SEN and to the relevant sections of the 1996 Education Act. Discussions with the headteacher, staff and the proprietor, together with a scrutiny of the school's policies and plans, will show whether the school complies with statutory requirements. Scrutiny of individual education plans will reveal:

- the accuracy with which teachers judge pupils' levels of understanding;
- the suitability of the targets set for pupils;
- how well the work set for pupils with SEN relates to targets identified in their IEPs; and
- how consistently pupils' work is followed up with regular reviews of progress, including annual reviews, and whether assessment, recording and reporting procedures satisfy statutory requirements.

You will evaluate and report on:

the rigour of assessment and its use in planning and improving learning

2.9 Do teachers assess pupils' achievements and progress fairly, accurately and regularly?

Evaluate:

2.9.1 the clarity and validity of the assessment criteria for learning objectives;

2.9.2 the extent and consistency of teachers' and pupils' understanding of the procedures;

2.9.3 the efficiency and purpose of the collation and analysis of assessment findings, including public examination and, where applicable, NC assessments;

2.9.4 the extent to which records and reports are clear, systematic, manageable, consistent and useful;

2.9.5 the quality and use of transfer records; and

2.9.6 the balance of information recorded, such as academic competence, special needs, practical and personal skills, medical data and assessments, which have implications for pupils' current and future progress.

You should compare samples of pupils' work with teachers' own assessments and records. Your discussions with teachers and a review of documentation will provide a context for the assessment observed during lessons. Decisions about how to record pupils' achievements and on the selection and storage of evidence of pupils' work are matters for teachers' professional judgement. You should look out for any systems and procedures that are too bureaucratic.

2.10 Do teachers meet the requirements of regulatory bodies, for recording and accrediting pupils' achievements?

You should evaluate the extent to which:

2.10.1 relevant requirements for assessing and reporting are met in schools that enter pupils for NC assessments; and

2.10.2 the requirements of examination boards and other validating authorities are satisfied.

2.11 Do teachers ensure that pupils understand the purpose of assessment and are involved in planning their own progress and improvement?

You should evaluate:

2.11.1 the quality of feedback to pupils and, in particular, the extent to which assessments of all kinds are used as a basis for promoting improvement in learning;

2.11.2 whether assessment enables pupils to understand what they need to do to improve their work and make progress;

2.11.3 whether the feedback to pupils encourages them to assess their own performance and to strive for improvement; and

2.11.4 whether assessment information informs future planning.

2.12 Do teachers inform those with a legitimate interest about pupils' progress and achievement?

You should evaluate:

2.12.1 the influence of the format and content of pupils' reports, for example, the consistency of gradings, on parents' understanding;

2.12.2 the degree to which pupils and parents make contributions to, and are informed about, the contents of records and the use made of parental contributions; and

2.12.3 the extent to which parents are informed about the procedures used and have access to records and reports relating to their children.

The following regulatory requirements relate to this key question:

“Quality of Education provided”

1.2 The school must draw up and implement effectively a written policy on the curriculum supported by appropriate plans and schemes of work, which provides for:

1.2(d) where the principal language of instruction is a language other than English or Welsh, lessons in written and spoken English or Welsh, except that this requirement will not apply in respect of a school or part of a school which provides education for pupils who are temporarily resident in Wales and which follows the curriculum of another country;

1.3 The teaching at the school must:

1.3(a) enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

1.3(b) foster in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;

1.3(c) involve well planned lessons, effective teaching methods, suitable activities and wise management of class time;

1.3(d) show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account in the planning of lessons;

1.3(e) demonstrate appropriate knowledge and understanding of the subject being taught;

1.3(f) utilise effectively classroom resources of an adequate quality, quantity and range;

1.3(g) demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from such assessments to plan teaching so that pupils can progress; and

1.3(h) encourage pupils to behave responsibly.

1.4 The school must have in place a framework for pupil performance to be evaluated, by reference either to the school's own aims as provided to parents or national norms, or to both."

Sources of evidence

Documents:

- documents relating to day-to-day planning of work, forecasts, lesson plans and notes on individual pupils;
- job descriptions of other adult staff, including learning support assistants, support and specialist teachers, and nursery nurses;
- school assessment, recording and reporting policies and guidelines and the school's response to the SEN Code of Practice;
- arrangements for NC assessments, where applicable, examination results, National Vocational qualifications and any other assessment data;
- analyses of data produced by the school as part of its self-evaluation programme;
- procedures for reviewing and monitoring the progress of individual pupils;
- records of pupils' achievement, including any use made of the Progress File process, and reports;
- arrangements for reporting to parents; and
- documents relating to pupils on the SEN register, their individual education plans, annual reviews and transition plans arising from the review in the year after the pupil's fourteenth birthday.

Observation:

- lesson observation;
- samples of pupils' work, including any work done off-site and homework; and
- marking, comments and follow-up work.

Discussion:

- with teachers and pupils about the purpose and sequence of lessons; and
- with pupils, teachers and parents about the nature and use of records and reports.

Key Question 3

3.1 Do the learning experiences meet pupils' aspirations and, where appropriate, give them the opportunity to achieve accreditation?

- the extent to which the curriculum:

3.1.1 meets the needs of all pupils;

3.1.2 is equally accessible to all; and

3.1.3 provides pupils with the opportunity to obtain appropriate qualifications.

Examine the published aims of the school and the curriculum described to parents for their consistency.

The school should cater for the whole range of pupils' needs, including provision for pupils with SEN, for those who are gifted and talented and for those for whom English is an additional language.

3.2 Do the learning experiences provide balance, breadth, flexibility, coherence and progression?

You should evaluate the extent to which the curriculum:

3.2.1 is sufficiently broad and balanced;

3.2.2 is flexible enough to meet individual needs; and

3.2.3 takes account of what has gone on before and what will follow.

A school's curriculum should be broad and balanced. It should provide pupils with experience in the following areas:

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

Independent schools are not required to follow the National Curriculum. In practice, many schools may adhere to the National Curriculum, in whole or in part. However, the curriculum in many independent schools will be conditioned by other factors, including particular philosophies. This is true, for example, of faith, Steiner and Montessori schools. You should consider this when reaching a judgement. When judging whether the curriculum is sufficiently broad and balanced you should consider the following factors:

- whether any subjects are missing;
- whether any year groups or ability groups miss out on subjects available to others;
- whether the formal curriculum or activities programme provides sufficiently and comprehensively for pupils' personal development;
- whether any subject receives too much or too little allocation of time; and
- whether any system of subject options results in individual pupils experiencing an unbalanced curriculum, or one inappropriate to their needs.

The need for continuity and progression applies between years, between key stages and between schools. You need to judge whether, as pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills.

The continuity and progression of the curriculum for the under-fives should give all children access to planned experiences and opportunities, both indoors and outdoors, that form the foundations of learning at compulsory school age. Curriculum planning needs to make effective provision for the programmes of study, whatever type of organisation is adopted. Some schools use topic work as a major mode of curriculum organisation. Topics may be broad-based or have one subject as the major focus, particularly at key stage 2. If topics are broad-based, you should evaluate how effectively they are planned to cover the intended programmes of study and whether they provide a clear structure and sufficient progression. Evaluate, as far as you can, the quality of the liaison with feeder schools. You should also consider how well the school prepares pupils for further and higher education, or employment. You are most likely to gain evidence from discussion with senior staff and teachers but you may also gain some information from the parents' meetings. You will get further evidence from discussions with pupils and from a sample of pupils' records and work.

Discussions with staff, evidence from the records passed on from contributory schools and curriculum guidance arrangements all contribute towards a view of continuity and progression.

You should examine the basis of arrangements for grouping pupils, either within classes or through setting, streaming and banding, so as to discover what beneficial or detrimental effects such arrangements produce. In particular, you should evaluate the impact of:

- any incidence of gender imbalance;
- over-large or exceptionally small class groups;
- arrangements for withdrawal or additional support for some pupils, such as those for whom English is an additional language; and
- special provision such as speech therapy and physiotherapy.

You should also note the school's policy for reviewing and adjusting these arrangements. Whatever the organisation, it is important to focus on the key task, which is to judge the effect of these arrangements on the standards pupils achieve.

3.3 Do the learning experiences develop pupils' basic and key skills?

- how well the school:

3.3.1 ensures that pupils acquire the necessary basic and key skills; and

3.3.2 makes sure that there is coherent and co-ordinated provision for key skills across the curriculum.

Consider how the school plans to develop pupils' basic and key skills. This should include how well the school ensures that all subjects make a suitable contribution and, in particular, how well the provision is co-ordinated. You should check whether the school has suitable arrangements for monitoring the delivery of key skills in different subjects, including the wider key skills.

The school provides appropriate courses for individuals and groups whose SEN and disabilities require specialist programmes. These courses should assist the development of personal competencies so as to make possible an independent life-style. Consider the impact of the school's collaborative planning with multi-disciplinary support services.

Consider the extent to which the school meets the requirements set out in external examination specifications. In the sixth-form, you will need to consider the extent to which student's work gives them opportunities to enhance their key skills and whether the content of any key skills courses is appropriate.

3.4 Do the learning experiences broaden and enrich pupils' experience through a variety of activities, including out-of-hours and off-site provision?

You need to evaluate:

3.4.1 the quality of out-of-school learning, including extra-curricular activities;

3.4.2 the extent to which they complement and extend the curriculum; and

3.4.3 the contribution they make to standards pupils achieve and to their personal and social development.

Further guidance

Consider the nature and extent of out-of-school learning, including extra-curricular activities, including sport, clubs, visits and special events, and the contribution they make to standards of achievement and pupils' personal development. Consider the extent to which the programme of activities offers a suitable range of activities and is appropriate to the ages and abilities of the pupils concerned. Evaluate the degree to which the level and extent of pupils' participation in activities makes a contribution to their educational experience and achievement. Assess the contribution of links with the community to the curriculum and to pupils' achievement & the effect of activities undertaken as part of the school's provision for work-related education.

3.5 Do learning experiences promote pupils' personal development - including spiritual, moral, social and cultural - development?

You should evaluate how well the school promotes pupils':

3.5.1 spiritual development;

3.5.2 moral development;

3.5.3 social development; and

3.5.4 cultural development.

Further guidance

The school has an important part to play in promoting pupils' spiritual, moral, social and cultural development. Although each aspect of spiritual, moral, social and cultural development can be viewed separately, provision is likely to be interconnected and your evaluation should reflect this. In this section you should focus on what the school does to promote pupils' development in these aspects. Evaluate pupils' progress in their personal, moral, social and wider development in 1.14. in 'Key question 1':

How well do learners achieve?'

Base your judgements on evidence from the whole curriculum and the day-to-day life of the school, including examples set by adults and the quality of collective worship.

ACCAC's Framework for Personal and Social Education sets out good practice and offers useful guidance on these aspects of a school's work; it is not mandatory in independent schools.

Spiritual and moral development deal with highly personal issues and some families and cultures would regard detailed discussion of such matters with pupils as offensive intrusion. Do not allow your personal views to intrude upon discussion or to influence judgements.

Effective provision for spiritual development depends on a curriculum and approaches to teaching that embody clear values. It should provide opportunities for pupils to gain understanding by developing a sense of curiosity through reflection on their own and other people's lives and beliefs, their environment and the human condition. It relies on teachers receiving and valuing pupils' ideas across the whole curriculum. Acts of worship can play an important part.

In many schools religious education will make a significant contribution to spiritual development. However, in schools with a religious foundation, you should be sensitive to the extent to which the development of religious spirituality will have a significant priority. This may include the aim that pupils should become committed members of a faith community. You might consider, for example, whether pupils are encouraged to:

- consider life's fundamental questions and how religious teaching can relate to them;
- respond to such 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.

Inspect acts of collective worship unless it is deemed inappropriate for religious reasons. You should consider each act of collective worship in its own right and in its context. You should judge the activities observed during the inspection together with what has occurred, and is planned, over a term.

Judge the extent to which the collective worship contributes to the school's stated ethos and makes an effective contribution to pupil's spiritual, moral, social and cultural development. In examples of best practice collective worship will:

- be appropriate to the age and background of pupils;
- challenge pupils and enrich their experience;
- take place in an appropriate setting; and
- provide opportunity for pupils to participate and respond appropriately.

The main aim of moral development is to build a framework of values that regulates personal behaviour. It is done through promoting principles that distinguish right from wrong rather than fear of punishment or the hope of reward. Pupils may be able to make moral decisions by applying reason, even though they may not be able to cope with problems in which they are emotionally involved. Their learning about moral issues may be at a different point from their behaviour. Moral and social education are closely related and depend on the school fostering values such as honesty, fairness, and respect for truth and justice.

Schools that are effective in promoting social development provide many opportunities for pupils to take responsibility, show initiative and develop an understanding of living in a community. This development will depend on pupils accepting group rules, learning how to relate to others and taking responsibility for their own actions. The quality of relationships in a school and, where relevant, within the boarding community, is of crucial importance in forming pupils' attitudes to good social behaviour and self-discipline.

The school's approach to promoting pupils' cultural development should be an active one. You should look for evidence of how the school promotes its own and other cultures. Many aspects of the curriculum can contribute positively, for example through opportunities for pupils to:

- study other cultures in history, geography and religious education;
- recognise the contribution of many cultures to mathematics and to scientific and technological development;
- appreciate the natural world through art, literature, science and mathematics;
- develop open and enquiring attitudes towards the music and dance of their own and other cultures;
- work with artists, authors and performers; and
- visit museums, art galleries, theatres, cinemas and concerts.

You should also consider the extent to which, where relevant, boarding arrangements enrich pupils' cultural development.

It is important not to confuse culture with a particular religious belief.

Consider the contribution that sex education makes to pupils' personal and social development. In evaluating this provision, you should take account of any school policy on sex education.

3.6 Are the learning experiences enriched by effective partnerships with other providers and with all interested parties?

Evaluate:

3.6.1 the effectiveness of links with parents;

3.6.2 the impact of the contribution of the parents' involvement with the work of the school;

3.6.3 the effectiveness of links with the community;

3.6.4 the quality of links with other schools and colleges; and

3.6.5 the effect of any partnerships with initial teacher training institutions.

Further guidance

When evaluating the school's partnership with parents, you will need to base much of your judgements on the documentation and discussions with staff, parents and pupils. The pre-inspection parents' meeting will provide a formal source of parents' views.

The way in which the school presents itself to parents through the school brochure, newsletters and other information will reveal a good deal about its philosophy, ethos and approach to partnership. You will need to evaluate the school's effort to communicate with and involve parents in the life and work of the school, including those whose home language is not English or Welsh, the extent of their contribution and the benefit derived from them. The term 'parents' used here refers to parents and carers, for example carers of children looked after by the local authority.

You will need to assess the links the school has established with the local community, including employers. In particular, you will need to consider whether the school has gained as much as it can from the community. There may be worthwhile visits into the community, and visitors and representatives of the community may provide useful insights into their life and work. The key task, however, is to evaluate whether the school has capitalised on its involvement with the community to broaden and extend the learning experiences it offers pupils.

When evaluating the school's partnership with other schools, you will need to look at the details of the school's programme for receiving or transferring pupils. This will indicate the level of support available to familiarise pupils with the new environment, people and routines and to encourage them to have a confident approach to the next stage of their work. Teachers' records and planning, and pupils' written work can indicate the consideration given to liaison at points of transition. You will need to scrutinise pupils' records of progress and achievement to ensure the information they contain is helpful on pupils' transfer. By observing learning activities you may get direct evidence on the broader issue of curriculum continuity.

Evaluate the impact on standards of any post-16 partnership arrangements between schools and colleges.

When evaluating the school's partnership with initial teacher training institutions, you will need to examine the nature and extent of the school's commitment to, and participation in, the initial training of teachers. You should judge what effect the school's involvement in the initial teacher training partnership has on quality and standards in the school.

3.7 Do the learning experiences meet legal and course requirements?

You should evaluate the extent to which:

3.7.1 the curriculum complies with legal requirements as laid down in the Education Act 2002; and

3.7.2 where appropriate, the curriculum satisfies the regulations of examining bodies.

Further guidance

The Independent Schools Standards (Wales) Regulations 2003 state that the school must draw up and implement effectively a written policy on the curriculum supported by appropriate plans and schemes of work.

The curriculum complies with the law if it:

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

Schools should also provide health education, including education about substance misuse, and, where appropriate, careers education and guidance. Although NAW Circular 17/02 'Substance Misuse: Children and Young People' does not specifically apply to independent schools, it describes good practice.

You should make a clear overall judgement on the school's provision for personal and social education, work-related education and careers education and guidance.

Using the criteria

You will evaluate and report on:

the extent to which the learning experiences respond to the needs of employers and the wider community

3.8 Do the learning experiences provide effective work-related education?

You should evaluate the extent to which the school:

3.8.1 provides effective work-related education.

Further guidance

Work-related education should be seen as an integral part of pupils' experiences. It should contribute to raising standards of achievement and motivating pupils to engage in lifelong learning. Although not mandatory in independent schools, you may wish to consider the extent to which the school provides the experiences set out in ACCAC's Framework for Work Related Education.

Inspection of the documentation for work-related education should provide evidence on the school's strategies for:

- developing links with employers;
- using the links to support staff training and development through teacher placement; and
- using the links, including work experience, to develop curricular planning, teaching and learning.

In respect of the older pupils, you should examine:

- arrangements for planning, carrying out and following up work experience, including the records made by pupils;
- the contents of Progress Files, where they are used; and
- portfolios of work of pupils following vocational courses.

3.9 Do the learning experiences promote pupils' bilingual skills and reflect the languages and culture of Wales?

You should evaluate, where appropriate, the extent to which the school:

3.9.1 offers good quality provision in both Welsh and English;

3.9.2 succeeds in developing the bilingual competence of its pupils;

3.9.3 develops pupils' skills progressively throughout the key stages; and

3.9.4 enables pupils to explore the Welsh dimension to the curriculum.

Further guidance

You will find further information in Estyn's supplementary guidance on bilingualism. You should examine the school's policy for developing bilingualism and, where appropriate, assess how well the school is implementing it.

Schools that follow the NC will be aware that the subject orders include Y Cwricwlwm Cymreig in the common requirements. The requirements are signposted in the programmes of study. In these schools, you should judge whether these requirements are being met and the extent to which they contribute to the development of pupils' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. In all schools, the Cwricwlwm Cymreig in the NC will also provide you with guidance as to where the Welsh dimension might be developed.

When the school makes a positive decision not to provide for teaching of Welsh or to develop the Welsh dimension of the curriculum, the report should simply state: "The school does not teach Welsh" or "The school does not seek to develop the Cwricwlwm Cymreig."

3.10 Do the learning experiences tackle social disadvantage and stereotyping and ensure equality of access and opportunity for all pupils?

You should evaluate how well the school:

3.10.1 promotes equality of access and the achievement of high standards by all; and

3.10.2 tackles social disadvantage and challenges stereotyping.

Further guidance

You should examine the effectiveness of the school's arrangements for promoting equality of access and opportunity to the curriculum and high achievements for all. You should do this by analysing the school's documentation, observation in the classroom and other school contexts and discussion with pupils and staff. The core task is to assess the influence of the school's practice and policies on pupils' access to the curriculum and their achievements. You need to be alert to the dangers of accepting subjective views about either the intake or the local community. Where appropriate, you will need to assess the influence of youth workers, alternative curricula and out-of-school hours provision on tackling disadvantage.

3.11 Do the learning experiences promote education for sustainable development?

Where a school seeks to promote education for sustainable development, you should evaluate:

3.11.1 pupils' awareness and understanding of sustainable development and global citizenship;

3.11.2 how well the school promotes sustainable development and global citizenship; and

3.11.3 the extent to which the school acts in a sustainable way.

Further guidance

A number of subjects will make a contribution to education for sustainable development and global citizenship, especially geography and PSE. However, other subjects should also be making a contribution.

Does the school act in a sustainable way. The school could be asked whether it has any policies on sustainable development, for example in areas such as energy use, recycling, waste minimisation and supporting healthy life styles. The effectiveness of the school's work in this area will be evident in the day-to-day running of the school. Some schools may have achieved an award for their work in respect of sustainable development, for example, the Eco-schools award.

3.12 Do the learning experiences take account of employers' needs?

You should evaluate:

3.12.1 how well the school takes account of employers' needs.

Further guidance

You can gain evidence from staff, parents, the proprietor and, especially, members of the business and industrial community. In schools with pupils over the age of 14, information provided by the local CCET may help you to evaluate the effectiveness of the school's links with employers.

3.13 Do the learning experiences develop the entrepreneurial and other skills needed to support economic development?

You should evaluate:

3.13.1 how well the school promotes the development of entrepreneurial skills.

Further guidance

Consider to what extent the learning experiences help pupils to develop skills such as problem solving and decision making. These provide the early foundations for the development of the skills needed to support economic development. Pupils should gain enough opportunities to develop these skills as they progress through the school's schemes of work and its PSE programme. For pupils in key stage 4 and the sixth-form, there will be opportunities to develop these skills through work-related education. In addition, pupils may have further opportunities through enterprise activities, mentoring schemes and vocational courses.

3.14 Do the learning experiences reflect national priorities for lifelong learning and community regeneration?

You should evaluate the extent to which the curriculum:

3.14.1 promotes lifelong learning and community regeneration.

Further guidance

You will need to consider whether schools are laying the foundations for lifelong learning by ensuring that pupils acquire the appropriate knowledge, understanding, skills and attitudes to progress. In particular, you will need to consider how the learning experiences encourage pupils, at an appropriate level, to take more responsibility for their own learning and understand the need to be flexible, enterprising and adaptable.

You may also wish to consider how well learning experiences promote:

- higher levels of achievement for all;
- stronger foundations for learning;
- better transition between primary and secondary schools; and
- the transformation of provision for 14-19 year olds.

The following regulatory requirements relate to this key question:

“Quality of Education provided

1.2.1 The school must draw up and implement effectively a written policy on the curriculum supported by appropriate plans and schemes of work, which provides for:

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1.2(a) full time supervised education for all pupils of compulsory school age, which gives pupils experience in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;

1.2(b) subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement; and

1.2(f) personal, social and health education, which reflects the school's aims and ethos.

Spiritual, Moral, Social and Cultural Development of Pupils

2 The spiritual, moral, social and cultural development of pupils at the school meets the standard if the school promotes principles which:

2(c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;

2(d) provide pupils with a broad general knowledge of public institutions and services.”

Sources of evidence

Documents:

- the school's curriculum documentation, plans, schemes of work and timetables;
- the arrangements for curriculum co-ordination across key stages;
- information about liaison with other schools and institutions, including induction, transfer and integration arrangements;
- details of any pupils for whom exceptions and modifications to the school's curriculum arrangements apply, and of alternative provision which is made;
- details of the provision for looked after children;
- details of any complaints or appeals with regard to curricular provision and religious or moral education or collective worship;
- school documentation, including the school prospectus and annual report for parents and home-school agreements;
- information about partnership arrangements with initial teacher training institutions, where relevant;
- school policy and other statements for work-related education;
- information about work experience for pupils;
- information on participation enterprise projects and competition; and
- any written responses from local business and, where appropriate, the CCET in respect of education-business links.

Observation:

- lesson observation;
- the organisation and composition of teaching groups;
- where applicable, the nature and contributions of homework;
- the provision made for personal and social education, including planned classroom activities and the pupils' wider school experience;
- the opportunities provided for out of school hours learning;
- any use made by the school of the community's facilities and by the community of the school's facilities;
- the provision made for careers education and guidance and health education, including sex education and attention to substance misuse; and
- the quality of relationships in the school.

Discussion:

- the pre-inspection meetings with parents and the proprietor; and
- discussions with the headteacher, staff, the proprietor, pupils and parents.

Key Question 4

How well are pupils cared for?

The quality of care, support and guidance to learners

4.1 Does the school plan and manage care arrangements and support services effectively?

Evaluate the extent to which the school:

4.1.1 plans and manages its care arrangements effectively; and

4.1.2 makes effective use of support services.

Assessment of the coherence of the overall provision for care, guidance and support through observation and discussion would take place during an inspection. Observation of lessons and other activities will help to evaluate the quality of guidance and support received by individual pupils and the effectiveness of the school's procedures. Discussion with senior staff, teachers, parents and pupils will help you to judge how well the school's practice matches its intentions and how well the school's arrangements are understood.

A key source of information will be that obtained from your discussions with pupils, both as individuals and in groups. The meeting with the school council should provide you with the opportunity to find out what pupils feel about the school's arrangements.

To make a judgement about this aspect of guidance and support you will need to draw on the evidence of the whole team.

Pupils with SEN may be supported within general class groups or within a special class base. Some pupils may require regular medical provision or therapy or both. Pupils with emotional and behavioural difficulties may need additional pastoral support. You will need to judge how well these aspects of support are planned and managed so as to help achieve the objectives set in pupils' individual education plans and, where appropriate, to develop pupils' independence as learners.

4.2 Does the school work in partnership with parents, carers and employers and take account of their views?

You should evaluate:

4.2.1 how well the school works with parents and carers in caring for, supporting and guiding pupils; and

4.2.2 the extent to which the provision takes parents' and carers' views into account.

4.3 Does the school give information on all the opportunities available and impartial guidance that helps pupils to choose the course that is right for them?

You should evaluate:

4.3.1 the quality of guidance and advice pupils receive when making choices about which courses to follow.

Parents of older pupils will have views on the quality of curricular guidance given, for example, in Year 9 and Year 11. In some schools, certain courses and options are unavailable to particular groups of pupils. You should judge whether any constraints on the available options are in pupils' best interests, and that they are consistent with the school's aims and equal opportunities policy. You should evaluate the quality of information provided to pupils and parents in course handbooks and other materials, and gauge how effective the school is in deterring internal competition between departments.

4.4 Does the school have induction programmes that help pupils to settle in quickly, understand their rights and responsibilities and the demands of the course or the programme?

Evaluate how well the school:

4.4.1 helps new pupils to settle in quickly to the school; and

4.4.2 informs new pupils about their rights and responsibilities.

Further guidance

It is crucial that pupils of all ages feel safe and secure when they enter a new school. You need to judge how well the school supports pupils and helps them to settle into the life and routine of their new school or setting. School documentation and the views of both parents and pupils will help you to reach a view as to how well school does this and whether it ensures that any disruption to their learning is kept to a minimum.

It is important that schools establish good links with those schools from which pupils transfer. You will need to judge how well these links contribute to helping pupils settle and get to know their new school, other pupils and staff, and how effective the links are in enabling pupils to understand what is required of them. However, you should also evaluate how well the links contribute to curricular continuity and progression.

4.5 Does the school provide high quality personal support and guidance for pupils, including access to personal and social education, tutorial programmes and specialist services?

Evaluate the extent to which the school:

4.5.1 identifies each pupil's needs and progress;

4.5.2 ensures that pupils are monitored by a member of staff who has the confidence of the pupil, and to whom the pupil has ready and regular access;

4.5.3 has a carefully structured and co-ordinated guidance programme that includes health education and careers education and guidance;

4.5.4 takes account of the Frameworks for Personal and Social Education and for Careers Education and Guidance; and

4.5.5 makes effective use of specialist services.

ACCAC's Frameworks for Personal and Social Education, and for Careers Education and Guidance set out good practice and offer useful guidance in these aspects of a school's work. Although they are not mandatory in independent schools, in making judgements, you could consider the extent to which the school takes account of these frameworks. You will need to take account of the learning outcomes as indicated in the school's scheme of work. Teachers should have skills appropriate to their responsibilities for guidance. They should have access to, and make use of, professional support both from within the school and from specialist services. You should investigate the effectiveness of the school's links with specialist agencies such as the police, health, psychological and social services.

4.6 Does the school monitor pupils' punctuality, attendance, behaviour and performance, and take early and appropriate action where necessary?

Evaluate:

4.6.1 the quality of the school's procedures for monitoring pupils' punctuality, attendance, behaviour and performance; and

4.6.2 the effect of any actions taken by the school. Specified teachers should monitor pupils' academic progress, behaviour, personal development and attendance and regularly discuss these with pupils and, when appropriate, their parents.

You will need to draw on teachers' evaluation of standards of work in order to judge how effectively the quality of such guidance and support has enhanced pupils' achievement and progress.

With good support and guidance, both expectations and standards are raised. The whole provision should have a beneficial effect on pupils' progress, general confidence and ability to cope with everyday life in the school.

Schools should have an active monitoring system and effective strategies for encouraging good behaviour, attendance and punctuality. Discussions with staff, pupils, parents and the proprietor will help you to judge the efficiency of these procedures. You may also, for example, scrutinise a sample of pupils' record files, including any correspondence with parents and other agencies, to support judgements about the school's thoroughness in monitoring and, where appropriate, improving behaviours and attendance. Lesson observations at the beginning of morning and afternoon sessions will provide evidence about pupils' punctuality.

The Education (Pupil Registration) Regulations 1995 require all schools to complete an attendance register for all day pupils, including sixth formers, at the start of the morning and during the afternoon session. These requirements are for day pupils only, whether in a wholly day school or a mixed day and boarding school. However, while it is not a legal requirement, it is good practice for all schools to register boarding as well as day pupils as a check on pupils' whereabouts and for reasons of welfare or health and safety.

4.7 Does the school provide effective careers education and guidance that helps pupils make informed choices?

You should evaluate the extent to which:

4.7.1 pupils receive effective careers education and guidance;

4.7.2 account is taken of ACCAC's Framework for Careers Education and Guidance; and

4.7.3 there are effective links with outside agencies.

Further guidance

This section is only applicable in schools catering for pupils at key stages 3 and above.

ACCAC's Framework for Careers Education and Guidance is not mandatory in independent schools. However, it sets out good practice and offers good guidance in this aspect of a school's work. In making judgements, you could consider the extent to which the school takes account of this framework in providing careers education and guidance. You will need to take account of the learning outcomes as indicated in the school's scheme of work. In key stages 3 and 4, careers education should provide a planned programme to develop skills, knowledge and attitudes relating to choices and transitions to further education, training and employment. Careers guidance and advice should be given in key stage 3 as preparation for choosing options in key stage 4.

Individual guidance interviews must be offered to all pupils in Year 11 and there should be support in the sixth-form for students' application to higher education and for employment. Please judge the extent to which there is a systematic and personalised approach to helping pupils make choices appropriate to them through impartial advice. The school's documentation will show how careers education is co-ordinated, how it draws on pupils' experiences within subjects and is enhanced through links with employers and training providers. You need to judge how effectively the school provides impartial and well-informed advice, drawing on the expertise of outside agencies including the careers service. The school's liaison with the careers service should be based on a clear specification of what each party will arrange and provide.

There should be a good working relationship with support agencies. These should secure for the school the fullest range of opportunities for projects, competitions, and schemes involving employers. The partnership will support progression in pupils' learning, especially in vocational courses and careers education. As pupils move through the key stages, their activities will become more career and vocationally orientated, building on earlier work-related experiences.

4.8 Does the school assure the healthy development, safety and well being of all pupils?

You should evaluate the extent to which the school:

4.8.1 has clear, well-documented procedures for assuring pupils' well-being and health and safety when in the school's care; and

4.8.2 does all it reasonably can to protect the pupils in its charge from harm, and promotes their well-being through awareness of health and safety and through its day-to-day procedures.

4.8.3 where appropriate, has suitable care arrangements for boarding pupils.

The Trustees, staff, parents and pupils should be aware of these policies and procedures and observe them.

Attention should be given to first-aid and other medical support given by the school, including arrangements for pupils with specific physical or medical needs. You should be alert to features of the premises, equipment or working practices of the school that may impact on pupils' well-being. You must report any matters that, in your view, constitute a serious threat to health and safety of staff and visitors as well as pupils, and include reference to this in the recommendations for improvement. You should take a professional view of the school's arrangements for health and safety and point out any apparent hazards. However you cannot carry out a comprehensive health and safety check during what is principally an educational evaluation or inspection. Where there is a breach of statutory requirements, this should be reported in

'Key question 5: How effective are leadership and strategic management?'

4.9 Does the school have effective procedures for the protection of children and young people, including dealing with appeals and complaints?

You should evaluate the extent to which:

4.9.1 the school works in pupils' best interests to safeguard their welfare and promote their development;

4.9.2 the school works in partnership with other responsible agencies to secure pupils' welfare;

4.9.3 there is a designated senior member of staff with responsibility for child protection;

4.9.4 all staff know who has designated responsibility;

4.9.5 there is a policy that is in line with local procedures;

4.9.6 staff have knowledge of the possible signs and symptoms of child abuse; and

4.9.7 staff are aware of what to do if they suspect, or have disclosed to them, that an individual child may need protection.

Schools should have effective child protection procedures. Schools and teachers have important roles in the development and implementation of child protection policies and practices. You should take account of the main principles, which govern the Children Act 1989 and section 175 of the Education Act 2002. You must check whether the school and individual teachers understand them.

In reaching your judgements, you should distinguish between the effectiveness of the child protection procedures and the complaints procedure.

In evaluating the procedures for the protection of children and young people, you should ensure, for example that the school's policies and practices deal with racism, bullying, harassment and any other form of oppressive behaviour. You should also evaluate whether the school has effective complaints procedures for children and young people that pupils and students clearly understand.

You will need to see whether the school is taking account of:

- WO Circular 52/95 'Protecting Children From Abuse: The Role of the Education Service';
- NAW Circular 3/99 'Pupil Support and Social Inclusion';
- The Protection of Children Act (1999);
- NAW's 'Working Together To Safeguard Children' (2000);
- United Nations Convention on the Rights of the Child (1999);
- 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'.

The All Wales Child Protection Procedures define the categories of abuse. These are:

- physical abuse;
- emotional abuse;
- sexual abuse; and
- neglect.

In the best practice, schools:

- have an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and are listened to;
- provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties;
- work with parents to build an understanding of the school's responsibility to ensure the welfare of all children. Schools recognise that this may occasionally require cases to be referred to other investigating agencies in the interest of the child;
- have procedures for handling suspected cases of abuse that are clear and easily accessible to all staff;
- ensure that all staff are:

aware of and alert to signs and symptoms of abuse; know who is the designated teacher; and how to report any concerns or suspicions, and are familiar with the school's procedures for handling suspected cases of abuse;

- refer cases promptly to, or discuss them with, investigating agencies according to locally established procedures. In cases of uncertainty, schools should seek advice and support from outside professionals such as social workers in the social services department or NSPCC, or the education welfare officer;
- monitor children who have been identified as being at risk. They keep secure, confidential records of events and action taken, and provide, where needed, reports, that focus on the pupil's educational progress and achievements, attendance, behaviour, participation and relations with others. The records distinguish clearly between fact, observation, allegation and opinion;
- regularly provide child protection training to school staff and, in particular, to designated teachers to ensure that their skills and expertise are up to date; and
- use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

If any concerns about child protection are identified during an evaluation or inspection of a school you must follow Estyn's Child Protection Policy and Procedures document on what action to take.

Using the criteria

You will evaluate and report on:

the equality of provision for additional learning needs

4.10 Does the school effectively diagnose individual learning needs?

You should evaluate:

4.10.1 how systematically the school identifies pupils with SEN; and

4.10.2 how thoroughly it provides for such pupils through its teaching, resources and any collaborative arrangements with other schools.

In independent special schools you should evaluate how systematically the school acts on the identification of individual learning needs.

You should reach a judgement about the extent to which the school is providing education for pupils with statements of SEN that fulfils the requirements of the statement.

In independent schools that do not have Welsh Assembly Government approval to educate pupils with a statement of SEN, you will need to check that the Welsh Assembly Government has given consent, as required by section 347 of the Education Act (1996), for the pupil's placement in the school.

Further guidance

You will need to examine the school's SEN policy, together with samples of pupils' records, statements, assessment reports, and, where appropriate, individual education plans. This will show:

- how consistently pupils' work is followed up with regular reviews of progress, including annual reviews; and
- whether assessment, recording and reporting procedures satisfy statutory requirements.

The policy should define the extent to which the school seeks, as a general principle, to offer pupils with SEN access to all areas of the curriculum, unless disapplication is specified in individual pupils' statements.

Apart from those for whom a statement of special need is maintained, many pupils will have a special educational need at some time in their school careers and may feature on the school's SEN register. The school's identification and monitoring arrangements will affect its ability to ensure that these pupils receive the relevant short or long-term support.

4.11 Does the school provide additional support to meet individual needs, including those for pupils with learning and/or physical disabilities, sensory impairments and other special needs?

You should evaluate the extent to which the school:

4.11.1 systematically assesses the needs of pupils;

4.11.2 carefully matches the teaching to those needs;

4.11.3 deploys professional and material resources to ensure that all pupils are well integrated into the life and work of the school;

4.11.4 has positive and constructive attitudes to those with learning disabilities;

4.11.5 effectively uses professional support services and voluntary help; and

4.11.6 consults parents regularly.

In schools that provide well for pupils with SEN, pupils have access to a broad and balanced curriculum. While not mandatory in independent schools, the 2002 revised Code of Practice and the NAW Action Programme for SEN provide a good framework for developing the school's SEN policy. All members of the teaching staff should be committed to the successful implementation of the school's policy.

You should judge how well provision and practice cater for the range of disabilities and SEN. You should consider whether grouping and support systems meet the range of needs without adversely affecting the breadth, balance and continuity of the pupils' curriculum. You should be satisfied that resources and learning tasks are suitably differentiated to match individual learning needs and the formal statements of pupils with SEN. Occasionally, schools overemphasise the need to offer a compassionate and secure environment for pupils with SEN, and do not provide enough challenge to the pupils as learners. It is most important that the team of inspectors should form a view on how far pupils' potential as learners is being fulfilled.

The revised Code of Practice states that pupils with SEN in mainstream schools should generally be in mainstream classes rather than be isolated in separate units, though separate provision may be necessary on occasion.

Where pupils with statements of SEN are being integrated into mainstream classes, you should consider:

- the effectiveness of the integration with regard to the breadth and balance of the curriculum;
- the suitability of learning tasks;
- standards of achievement;
- the effectiveness of special support; and
- the suitability of specialist accommodation, equipment and other resources.

The ways in which pupils with SEN are grouped, integrated into mainstream classes and withdrawn for individual work should be observed and evaluated. You should check whether individuals receive timely and effective help with particular difficulties. The impact of withdrawal on the overall breadth and balance of the pupils' curriculum needs to be assessed. You will need to check on the ways in which the school distinguishes between and caters for different kinds of need. There may be instances of pupils whose first language is neither English nor Welsh or pupils with physical disabilities being grouped inappropriately with slow learners or the least able.

Effective and efficient provision for pupils with SEN frequently makes use of contributions from learning support assistants, support teachers, educational psychologists, medical, paramedical and nursing specialists and other external agencies. Work supported in this way should form part of a coherent programme that is planned systematically. You should evaluate its effectiveness with regard to the identified range of pupils' needs, often at an individual level.

Provision for a group of pupils with particular disabilities or special needs may be designated as a special unit or resource base. Such provision would be evaluated or inspected as a part of the whole institution, subject to the inspection specification. Pupils in the unit should follow a programme that benefits from the range of staff expertise and resources in the school and which does not isolate them from other pupils. Judgements should be made about the extent to which pupils' particular needs for support from such external specialists as psychotherapists or speech therapists, as set out in their statements of SEN, are being met.

Further guidance: residential

Where residential provision is specified, you need to check that the arrangements provided by the school match the pupils' statement of SEN, particularly in respect of:

- the number of nights boarding;
- regularity of contact with pupils' parents or carers; and
- specified programmes, for example to boost independence or self-care skills.

You need to be sure that there are suitable arrangements to enable all key members of staff who need to know the provision are aware of the contents of the statement and care plan and are able to contribute to any review that takes place. If possible, you should attend an annual or transition review to ensure that the provision is re-examined in the light of any progress made and that key people attend.

4.12 Does the school provide appropriate support for pupils whose behaviour impedes their progress and those of others?

You should evaluate how well the school:

4.12.1 deals with pupils whose behaviour impede their progress; and

4.12.2 ensures that all pupils have the opportunity to learn effectively without interference or disruption. Schools need to agree their response to disruptive behaviour. More and more schools are organising training in behaviour management for all their staff. You will need to judge how well the school ensures that all pupils have the opportunity to learn effectively without interference or disruption.

When a pupil is at risk of exclusion or disaffection the school should prepare a pastoral support programme in conjunction with other relevant agencies. You will need to judge whether the school has provided suitable support for these pupils, especially before they are excluded. In addition, you will need to evaluate the steps the school takes to ensure that pupils who are excluded receive appropriate education while excluded and are able to re-integrate effectively on their return to the school.

Using the criteria

You will evaluate and report on:

the quality of provision for equal opportunities

4.13 Does the school support and guide pupils appropriately taking account of their social, educational, ethnic or linguistic background?

4.13.1 the extent to which the school recognises the diversity of pupils' backgrounds; and

4.13.2 whether the school acts appropriately and effectively on this information.

Judge the extent to which the school recognises the diversity of pupils' backgrounds and whether it acts appropriately on this information. When planning and delivering its support and guidance, the school should make sure that it take into account the pupils' background. It should tailor its procedures for support and guidance to reflect this. Draw attention to any significant variations in the quality of provision for, or in the response of, particular groups of pupils identified by their background.

4.14 Does the school promote gender equality and challenge stereotypes in pupils' choices and expectations?

Evaluate:

4.14.1 whether policies and practices actively promote gender equality; and

4.14.2 how effective the school is in challenging stereotypes in pupils' choices and expectations.

The Sex Discrimination Act 1975 places a duty on all schools to treat girls and boys equally. It has produced major changes in the practices of schools, in particular in providing equal access to the main curriculum, curriculum options and extra-curricular activities. Despite this progress, there are still issues in the equal opportunities and relative performance of boys and girls. Nationally, boys as a group underachieve compared with girls. Girls and boys can still make stereotypical choices of options and subjects, at all stages.

You should examine the effectiveness of the school's arrangements for promoting gender equality by analysing the school's documentation, observation in the classroom and other school contexts and discussion with pupils and staff. The core task is to assess the influence of the school's practice and policies on pupils' access to the curriculum and their achievements. You need to be alert to the dangers of accepting subjective views about either the intake or the local community.

You will need to be alert to stereotypical views about what certain groups of pupils can do, for example in the range of activities, subjects or options undertaken or chosen by boys and girls. There may also be stereotypical views about what boys and girls are capable of achieving. You should check the extent to which the school analyses gender gaps in subject and option choice. You will also need to assess whether subjects and materials are presented in such a way as to help tackle stereotyping.

4.15 Does the school promote good race relations across all areas of activity?

You should evaluate how well the school:

4.15.1 promotes good race relations.

All schools, including those with few or no ethnic minority pupils, have a key role to play in promoting racial equality and valuing diversity.

The Stephen Lawrence case, which resulted in the Macpherson Inquiry, suggested racism exists across all sections of society. It is vitally important, therefore, that all schools recognise that they have a fundamental responsibility to promote racial equality. Schools should acknowledge that the prevention of racism involves the moral, social and cultural development of all pupils.

4.16 Does the school have effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment?

Evaluate:

4.16.1 the effectiveness of arrangements for making sure pupils are free from any form of discrimination and harassment; and

4.16.2 how well the school monitors and responds to incidences of oppressive behaviour.

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In relation to the prevention and elimination of oppressive behaviour including bullying, sexism and racism, you should consider how the school creates a climate for good behaviour as well as how it deals with specific instances of misbehaviour. In relation to bullying, sexism and racism you need to assess how well the school recognises and records incidents that occur, how well it deals with them and what steps are taken to prevent repetition. You should judge whether there are effective procedures to teach pupils the skills they need to deal with and report acts of bullying and to offer support to victims and perpetrators of bullying. All pupils and staff members, in all aspects of their work and leisure, should be free from harassment.

4.17 Does the school secure equal treatment of disabled pupils and make reasonable adjustments to avoid putting them at substantial disadvantage?

4.17.1 whether the school has taken reasonable action to ensure that disabled pupils do not suffer from less favourable treatment; and

4.17.2 to what extent the school has taken steps to eliminate discrimination.

The Special Educational Needs and Disability Act 2001 makes it illegal for schools to discriminate against disabled pupils and prospective pupils in the provision of education and associated services, and in respect of admissions and exclusions. You will need to assess whether the school has taken reasonable action to ensure that disabled pupils do not suffer from less favourable treatment. You will also need to determine to what extent the school has taken steps to eliminate discrimination. The school should provide information on arrangements for disabled pupils and should produce a plan to help make improvements in access to the curriculum, physical access and the provision of information.

4.18 Does the school recognise and respect diversity?

Judge the quality of the school's recognition and respect for diversity by the extent to which it:

4.18.1 has a policy in place that is visible and actively promotes diversity and equal opportunities;

4.18.2 has an action plan that ensures delivery of the policy;

4.18.3 provides activities through which pupils can develop an understanding of diversity and equal opportunities and come to value the contributions of others;

4.18.4 guards against institutional racism by providing appropriate training for its staff and learning opportunities for pupils; and

4.18.5 monitors this area and, where necessary, takes action to address issues and resolve problems.

The following regulatory requirements relate to this key question:

“Quality of Education provided

1.2 The school must draw up and implement effectively a written policy on the curriculum supported by appropriate plans and schemes of work, which provides for:

1.2(e) where a pupil has a statement, education, which fulfils its requirements;

1.2(g) appropriate careers guidance for pupils receiving secondary education.

Spiritual, Moral, Social and Cultural Development of Pupils

2 The spiritual, moral, social and cultural development of pupils at the school meets the standard if the school promotes principles which:

2(e) assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

Welfare, Health and Safety of Pupils

3.2 The school must draw up and implement effectively a written policy to:

3.2(a) prevent bullying, which has regard to National Assembly circular23/03 “Respecting Others: Anti-bullying Guidance;

3.2(b) safeguard and promote the welfare of children who are pupils at the school which complies with Welsh Office circular 52/95 "Protecting Children from Abuse ; the Role of the Education Service";

3.2(c) safeguard and promote the health and safety of pupils on activities outside the school which has regard to National Assembly circular 2/99 "Health and Safety of Pupils on Educational Visits A Good Practice Guide"; and

3.2(d) promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour.

3.3 Where the school provides boarding accommodation, that provision must have regard to the National Minimum Standards for Boarding Schools 2003 or where applicable the National Minimum Standards for Residential Special Schools 2003.

3.4 The school must have regard to any National Assembly guidance on health and safety responsibilities and powers of schools.

3.5 The school must have a satisfactory level of fire safety, identified by:

3.5(a) the school's risk assessment under regulation 3 of the Management of health and safety at work Regulations 1999 insofar as it relates to obligations under Part II of the Fire precautions (Workplace) Regulations 1997; and

3.5(b) any report from the Fire Authority.

3.6 The school must have and implement effectively a satisfactory policy on First Aid.

3.7 School Staff must be deployed to ensure the proper and effective supervision of pupils.

3.8 The school must keep a written record of the sanctions imposed upon pupils for serious disciplinary offences.

3.9 The school must maintain an admission register and an attendance register in accordance with the Education (Pupil Registration) Regulations 1995.

The Suitability of Board of Trustees and Staff.

4 The suitability of Trustees and staff at the school meets the standard if:

4(a) each Trustee is subject to a check with the Criminal Records Bureau which confirms his or her suitability to work with children, that check to be at an enhanced level if his or her duties involve regularly caring for, training, supervising or being in sole charge of persons aged under 18;

4(b) prior to confirmation of their appointment, members of staff at the school are subject to a check with the Criminal Records Bureau which confirms their suitability to work with children, that check is to be at an enhanced level if their duties involve regularly caring for, training, supervising or being in sole charge of persons aged under 18;

4(c) prior to confirmation of their appointment, checks are carried out on members of staff to confirm their identity, medical fitness, previous employment history, character references, and where appropriate, qualifications and professional references, and that information must be taken into account in determining whether an appointment is confirmed. National Assembly circular 34/02 "Child protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service" provides best practice advice on pre-appointment checks;

4(d) where members of staff will care for, train, supervise or be in charge of children in boarding accommodation, they also comply with Standard 38 of the national Minimum Standards for Boarding Schools or where applicable Standard 27 of the National Minimum Standards for Residential Special Schools; and

4(e) neither the proprietor nor any member of staff carries out work, or intends to carry out work, in contravention of a direction under section 142(1) of the 2002 Act.

Sources of evidence

Documents:

- the school's policy statements, programmes and action plans for personal and social development, including sex education, health education, racial equality, equal opportunities and bullying;

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- the school's policy and provision for careers education and guidance, including partnership agreements;
- the school's child protection policy and procedures, including: compliance with the requirements of WO Circular 52/95; and reference to the NAW's guidance document Working Together to Safeguard Children (2000) and the Children Act (1999);
- the school's procedures for supporting pupils with medical needs, with reference to WO Circular 34/97 Supporting Pupils with Medical Needs in Schools and the associated Good Practice Guide (December 1997);
- where appropriate, provision for children looked after by the local authority, including the school's involvement in the production and review of care plans;
- procedures for assuring and promoting pupils' attendance, well-being, health and safety;
- school policy for SEN;
- arrangements for funding provision for pupils with SEN; and
- statements of SEN, individual education plans and review procedures.

Observation:

- the pre-inspection meetings with parents and the Trustees;
- observation of lessons, including tutor periods, personal and social education lessons and careers education, where applicable;
- the quality and use of pupils' records;
- liaison with external agencies and the use of specialist support;
- the number of pupils with SEN (including those with statements);
- level of staffing provision;
- teaching arrangements and support for these pupils, including use made of support teachers and services, learning support assistants, medical, paramedical and nursing specialists, psychologists and other external agencies;
- collaborative arrangements with other schools,
- screening and assessment information and procedures; and
- specialist accommodation, equipment, aids and other resources, the extent of physical access for pupils with disabilities.

Discussion:

- parents' views as expressed in the pre-inspection parents' meeting;
- discussion with teachers and pupils; and
- discussion with the SEN co-ordinator and others with specific responsibility for SEN, including the Trustees.

Key Question 5

How effective are leadership and strategic management?

Leadership and management

Key question 5: How effective are leadership and strategic management?

Evaluate and report on: how well leaders and managers provide clear direction and promote high standards. In making judgements, you should consider, where applicable, the extent to which leaders and managers:

5.1 give clear direction through values, aims, objectives and targets that are fully understood by all those involved in providing education, training and other services;

5.2 have explicit aims and values that promote equality for all, and which are reflected in the provider's work;

5.3 take account, where appropriate, of national and other externally identified priorities, local partnerships, and consortia agreements;

5.4 set and meet challenging, realistic targets and goals;

5.5 manage and improve the performance of individual staff, teams and departments; and

5.6 undertake effective staff appraisal or review to promote their professional development and improve the quality of provision.

How well the Trustees / supervisory bodies meet their responsibilities

5.7 help to set the provider's strategic direction;

5.8 regularly monitor the quality of provision; and

5.9 meet regulatory and legal requirements.

Reporting requirements

You will need to report on how well:

- leaders and managers provide clear direction and promote higher standards; and
- the Trustees meet their responsibilities.

[please state at the start of the section on this key question whether your findings match or do not match those of the school's own evaluation. If they do not match, please give the reasons for this.]

Using the criteria

please provide an overall grade for 'Key question 5: How effective are leadership and strategic management?'. In coming to an overall grade, please give the greatest weight to the effectiveness of leaders and managers.

When evaluating leadership and strategic management, you will need to take account of the grades you have awarded in key question

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1 – How well do learners achieve? There is a strong link between the standards achieved and the grade awarded for leadership and management. If leaders and managers are working effectively then this should be reflected in the standards achieved by pupils. The grade you award for leadership and strategic management is likely to match the grade for key question 1.

please evaluate and report on:

how well leaders and managers provide clear direction and promote high standards

5.1 Do leaders and managers give clear direction through values, aims, objectives and targets that are fully understood by all those involved in providing education, training and other services?

please evaluate the extent to which there:

5.1.1 is a sense of purpose that promotes and sustains improvements;

5.1.2 are high expectations;

5.1.3 are shared values and norms about learning, behaviour and relationships;

5.1.4 is positive leadership that gives a clear sense of direction to the school's work; and

5.1.5 are clear aims and policies that are focused on pupils' needs and are understood and implemented by staff and the Trustees.

Further guidance

Leadership is concerned with:

- building and co-ordinating a team whose members have a
- encouraging individuals to contribute to the common purpose; and
- developing a capacity to reflect critically on what is being done and how it can be improved.

In evaluating the role of the headteacher you need to focus on the extent to which his or her professional leadership and management are effective in those aspects of the school's work which bear most directly on improving the quality of provision and the educational standards pupils achieve. please look for evidence of the headteacher's commitment and contribution to these areas through, for example, the management of staff and pupils, the monitoring and evaluation of classroom work and through links with parents.

You can judge the contribution made by staff with leadership and management roles by the extent to which staff understand and are committed to their job descriptions. please also consider whether staff manage their responsibilities effectively in relation to the time and opportunities made available. Please focus on how the staff with management responsibilities establish and improve standards and quality.

5.2 Do leaders and managers have explicit aims and values that promote equality for all, and which are reflected in the school's work?

please evaluate:

5.2.1 whether the school's policies help to promote equality of opportunity; and

5.2.2 the effectiveness of these policies.

Further guidance

please establish how staff are involved in the formulation of aims, values and policies and of the procedures, which arise from them. please also find out what steps are taken to ensure that teaching and other staff, including staff new to the school, understand them.

The test is whether they are reflected in the work of the school and kept under review.

Please judge whether there is equality of opportunity for staff and pupils and identify any cases where opportunities are denied to certain groups or individuals. The question is whether any opportunity open to one group or individual is also available to any other group or individual who might benefit from it.

5.3 Do leaders and managers take account of local partnerships and consortia agreements, where appropriate?

Please evaluate how well the school:

5.3.1 works in partnership with other providers of education and training.

The Welsh Assembly Government has set out in "The Learning Country" a number of priorities for maintained education in Wales. Independent schools may not feel bound by these priorities. However, the document offers useful guidance on opportunities for, and the benefits of, a range of partnerships.

For schools that have formal partnerships, you will need to evaluate how effective these are. At key stage 4 and the sixth-form, you will need to consider any partnership with other providers.

5.4 Do leaders and managers set and meet challenging, realistic targets and goals?

Evaluate:

5.4.1 how targets are set;

5.4.2 whether they are challenging and realistic; and

5.4.3 the impact of target setting at all levels.

All managers should know what quality of work they expect of those they manage and should communicate their expectations to them. This is as true of classroom teachers in relation to their pupils as it is of the proprietor, the head, members of senior staff and middle managers. All these people should be accountable for the responsibilities they carry. They should be expected to be achieving a good measure of success in setting and agreeing challenging but realistic targets for those they manage and in achieving the targets that have been agreed for their own performance.

5.5 Do leaders and managers manage and improve the performance of individual staff, teams and departments?

please evaluate the extent to which leaders and managers:

5.5.1 have set up suitable arrangements to monitor the performance of individuals and teams;

5.5.2 identify targets for individual staff and teams;

5.5.3 ensure that staff and teams have appropriate support and training to meet their targets; and

5.5.4 demonstrate that they track and evaluate improvements in performance, particularly in terms of the impact on standards achieved.

You will need to take account of any performance management requirements that apply to the school.

5.6 Do leaders and managers undertake effective staff appraisal or review to promote their professional development and improve the quality of provision?

please evaluate:

5.6.1 the effectiveness of procedures for identifying staff development needs; and

5.6.2 the impact of staff development on improving standards and quality.

Schools need to ensure that they have effective procedures for identifying individual and whole-school training and development needs.

They should respond to these through planned and appropriate activities and programmes that can take a variety of forms, including training courses.

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These activities and programmes should have a beneficial effect on the quality of teaching and other aspects of provision and the standards pupils are achieving.

In all schools, but particularly where there is a high staff turnover, please enquire into the adequacy of arrangements for inducting all staff new to the school, and for those assuming new roles and responsibilities.

In the case of newly-qualified teachers (NQTs), please consider the extent and quality of the provision for NQTs' induction and early professional development, especially in the areas requiring further improvement as noted in the NQT's Career Entry Profile.

Independent schools may refer to the National Standards for headteachers, subject leaders and SENCOs, as they plan for professional development and review job descriptions and roles. These schools may be involved in the National Headship Development Programme and in School Leadership Modules.

Procedures for performance management and appraisal, including the appraisal of support staff, should help staff evaluate and improve their practice. You do not have access to individual appraisal records.

You will evaluate and report on:

where relevant, the extent to which the proprietor or other supervisory bodies meet their responsibilities

5.7 Do the proprietor or other supervisory bodies help to set the school's strategic direction?

please evaluate how well the Trustees:

5.7.1 understand their roles and their school; and

5.7.2 contribute to strategic planning.

You need evidence of the extent to which the proprietor's contribution in support of the headteacher and senior staff is informed by an understanding of their roles and of the school. You also need evidence of whether the proceedings of the governing body, where appropriate, enable it to fulfil its responsibilities for strategic planning and the quality of education. Governing body papers and discussions with the Trustees and the headteacher may illustrate particular decisions and the background to them. Identify examples [before and during an evaluation / inspection] so that you can trace the impact of decisions through the school's work.

5.8 Do the Trustees and other supervisory bodies regularly monitor the quality of provision?

please evaluate:

5.8.1 how well informed the proprietor is about issues that affect the performance of the school; and

5.8.2 how well the proprietor uses this information to take effective and appropriate decisions.

A pre-inspection meeting with the Board provides an opportunity for you to identify the steps that it has taken to evaluate the quality of the school's work. In most cases, it will not have carried out the analysis itself, but an effective Board will have asked to be informed of what an analysis reveals and will probably have discussed the action to be taken in response.

5.9 Do the proprietor and other supervisory bodies meet regulatory and legal requirements?

please evaluate:

5.9.1 whether the Board fulfils all the legal duties placed upon him.

It is good practice for the Board to:

- provide a sense of direction for the work of the school;
- support the school as a critical friend; and
- hold the school to account for the standards and quality it achieves.

In addition, you will need to assess whether they meet duties imposed on them by other legislation, for example, the

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Education Act 2002, the Independent Schools Standards (Wales) Regulations 2003, the Provision of Information (Wales) Regulations 2003, the Care Standards Act 2002, Race Relations Act 1976, Special Educational Needs and Disability Act 2001, the Children Act 1989 and Sex Discrimination Act 1975.

You will also need to evaluate the extent to which the Board meets the duties imposed by the specific areas of legislation identified within the Independent Schools Standards Regulations. When judging the adequacy and suitability of premises and accommodation, please only judge the school not to have met the relevant regulation for matters such as water supply, load-bearing structures and drainage when there is obviously something wrong: you are not surveying engineers.

You need evidence that managers have taken reasonable steps to inform pupils, members of staff, parents or any other person of the procedures they should follow if they wish to make a complaint about any action by a member of the school or appeal against a judgement that has been made. Complaints should be dealt with and appeals heard promptly by disinterested persons who have authority to act on their findings. Complaints and appeal procedures should be set out in writing and be available to the parents of pupils, and of prospective pupils, at the school.

The following regulatory requirements relate to this key question:

“Premises of and boarding accommodation at schools

5 The school premises and boarding accommodation meet the standard if:

5(a) the water supply meets the requirements of the 1999 Regulations;

5(b) there is an adequate drainage system for hygienic purposes and the disposal of waste water and surface water;

5(c) each load bearing structure is satisfactory and in accordance with the 1999 Regulations;

5(f) the school buildings provide reasonable resistance to penetration by rain, snow, wind and moisture from the ground;

5(i) the premises have not been condemned by the Environmental Health Authority;

5(k) there are sufficient washrooms for staff and pupils, including facilities for pupils with special needs, taking account of the 1999 Regulations;

5(l) there are appropriate facilities for pupils who are ill in accordance with the 1999 Regulations;

5(p) lighting, heating and ventilation in classrooms and other parts of the school are satisfactory in accordance with the 1999 Regulations; and

5(v) the premises comply with the requirements of the Disability Discrimination (Prescribed Periods for Accessibility, Strategies, and Plans for Schools (Wales) Regulations 2003.

The Provision of Information

6.1 The provision of information by the school meets the standard if the requirements in sub-paragraphs (2) to (9) are met.

6.2 Subject to sub-paragraph (10), the school must provide to parents of pupils and prospective pupils and on request to the Chief Inspector, the National Assembly, or a body approved under section 163(10)(b) of the 2002 Act :

6.2(a) the school's address, e-mail address and telephone number, and the name of the head teacher;

6.2(b) either –

(i) where the proprietor is an individual, his or her full name, usual residential address and appropriate e-mail address and telephone number; or

(ii) where the proprietor is a corporation, a Scottish firm or a body of persons, the address and telephone number of its registered or principal office;

6.2(c) where the school has a governing body, the full name, usual residential address and telephone number of the Chairperson of that body;

6.2(d) a statement of the school's ethos (including any religious ethos) and aims

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- 6.2(e) particulars of the school's policy on and arrangements for admissions, discipline and exclusions;
- 6.2(f) particulars of educational and welfare provision for pupils with statements and for pupils for whom English or Welsh is an additional language;
- 6.2(g) particulars of the policies prepared under paragraph 1(2) of this Schedule;
- 6.2(h) particulars of the policies prepared under paragraph 3(2) of this Schedule;
- 6.2(i) particulars of academic performance, including the results of any public examinations;
- 6.2(j) details of the complaints procedure set out in accordance with paragraph 7 of this Schedule, and the number of complaints registered under the formal procedure during the preceding school year, and
- 6.2(k) the number of staff employed at the school, including temporary staff, and a summary of their qualifications.
- 6.3 Following an inspection under section 163 (1) of the 2002 Act the school must send to parents of every registered pupil, by a date specified by the body who conducted the inspection:
- (a) the summary report; or
 - (b) if no summary report has been prepared, the full report.
- 6.4 Where the summary report has been sent in accordance with sub -paragraph
- (3)(a) the school must make arrangements for parents to have access to the full report on request;
- 6.5 An annual written report of the progress of each registered child and their attainment in the main subject areas taught must be provided to parents by the school;
- 6.6 The school will provide any body conducting an inspection under section 163 of the 2002 Act with –
- (a) any information reasonably requested in connection with an inspection that is necessary for the purposes of the inspection; and
 - (b) access to the admission register, and any attendance register,
 - (c) maintained in accordance with the Education (Pupil Registration) Regulations 1995.
- 6.7 Where a pupil wholly or partly funded by a local authority is registered at the school, an annual audited account of income received and expenditure incurred by the school must be submitted to the local education authority and on request to the National Assembly.
- 6.8 Where a pupil with a statement is registered at the school, the school must supply such information to the responsible local education authority as may reasonably be required for the purpose of the annual review of the statement.
- 6.9 A copy of the risk assessment referred to in paragraph 3(5)(a) of the Schedule must be provided on request to the National Assembly.
- 6.10 In relation to paragraphs (g) to (k) of sub-paragraph (2), provided that the school ensures that parents of pupils and of prospective pupils are aware that such information is available, it need only be provided to them on request.

The Manner in which Complaints are Handled.

7 The manner in which the school handles complaints meets the standard if it has a complaints procedure which:

- 7(a) is in writing;
- 7(b) is available on request to parents of pupils and of prospective pupils at the school;
- 7(c) sets out clear time scales for the management of a complaint;
- 7(d) provides an opportunity for a complaint to be made and considered on an informal basis;

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7(e) where the parents are not satisfied with the response made in accordance with paragraph (d) or wish to pursue a formal complaint, establishes a procedure for the complaint to be made in writing;

7(f) where the parents are not satisfied with the response to the complaint made in accordance with paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;

7(g) stipulates that, where there is a panel hearing of a complaint, one person will be independent of the management and running of the school;

7(h) allows for the parents to attend and to be accompanied at a panel hearing if they wish;

7(i) provides for the panel to make findings and recommendations and stipulates that the complainant, proprietor and head teacher, and where relevant the person complained about, are each given a copy of any findings and recommendations;

7(j) provides for written records to be kept of all complaints, including whether they are resolved at the preliminary stage or proceed to a panel hearing;

7(k) provides that, subject to paragraph 6(2)(j) of this Schedule, correspondence, statements and records of complaints are to be kept confidential except where the National Assembly or a body conducting an inspection under section 163 of the 2002 Act requests access to any documents relating to the complaint; and

7(l) where the school provides boarding accommodation, complies with Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 4 of the National Minimum Standards for Residential Special Schools.”

Sources of evidence

Documents:

- school prospectus, staff handbook (if available), school development plan including targets, aims, objectives and policies, agendas and minutes of meetings including staff and, where appropriate, of governing body meetings;
- staffing policy, the existing staffing structure and the rationale for future developments and job descriptions;
- information about school policies and budget management arrangements, including arrangements for allocating funds to budget heads, and charging policies; and
- information gained throughout the inspection, including lesson observation, of the management, quality, deployment and use of the school's resources of staff, time, learning resources and accommodation.

Observation:

- observation of the school in operation, including meetings.

Discussion:

- discussions with the proprietor, headteacher, staff, support staff and pupils; and
- pre-inspection information received from parents. common purpose;

Key Question 6

How well do leaders and managers evaluate and improve quality and standards?

How well do leaders and managers evaluate and improve quality and standards? - how effectively the school's performance is monitored and evaluated.

6.1 Are leaders and managers well informed about the performance of the areas for which they are responsible and do they use the information effectively?

Please evaluate:

6.1.1 how much leaders and managers know about the performance in the area for which they are responsible; and

6.1.2 how well leaders and managers use this information to make improvements.

Find evidence that managers use a variety of approaches to inform themselves of performance in the area for which they are responsible. Working every day in the area they manage and talking frequently with their staff are likely to give them only a limited and subjective perspective. Managers should be able to demonstrate, possibly by reference to a written development plan, that they are implementing effective strategies that are likely to bring about the desired improvements.

6.2 Do leaders and managers establish self-evaluation arrangements which are comprehensive, systematic and based on first-hand evidence? You should evaluate the extent to which self-evaluation:

6.2.1 draws on first-hand evidence of the quality of teaching and learning and evaluation of the standards pupils achieve;

6.2.2 is embedded in strategic planning and draws on regular quality assurance procedures;

6.2.3 involves all staff at all levels in assessing outcomes and their performance; and

6.2.4 seeks to make judgements in the light of measurable performance data and to identify trends over time. Every aspect of a school's provision is a legitimate focus for self-evaluation. However, the prime purpose of self-evaluation is to improve the standards achieved by pupils. The evaluation of any aspect of the school's provision should have a rationale based upon the impact that that aspect has upon standards. Find evidence that managers have prioritised the matters they wish to improve and are implementing sound strategies likely to bring about the desired improvements. You should not necessarily expect a school to maintain extensive documents relating to self-evaluation. You should ascertain whether the school is managed on the basis of an accurate assessment of its strengths and weaknesses. Discussion with the head and the Board of Trustees will reveal the extent of their awareness of quality and standards. There will be different approaches in different types and sizes of school. Self-evaluation is an on-going process, conducted mainly by the school itself. It may be appropriate, nevertheless, for self-evaluation to draw upon reviews carried out by external agencies, provided these reviews give the school a better appreciation of the quality of its provision and the standards being achieved. Attention should be focused on the outcomes of the self-evaluation process, namely on the actions that are taken to build upon strengths and remedy weaknesses. There is no value in the most perceptive self-evaluation that has no outcome in action.

Self-evaluation is a continuous process of refinement without which the school cannot be managed effectively. It is an essential strategy of good management. The evaluation of this aspect of the school's work will therefore be performed most appropriately in conjunction with the evaluation of other aspects of management. The evidence needed to reach a judgement about the overall quality of self-evaluation will be provided by all inspectors based on their interviews with members of staff, their reading of documents and their direct evaluation of aspects of the school's work that have been instigated in response to self-evaluation. It is therefore essential that the evaluation team should reach a corporate judgement about this aspect of the school's work.

6.3 Do leaders and managers seek out and take account of the views of pupils, staff and other interested parties? You should evaluate the extent to which self-evaluation: 6.3.1 takes account of the views of pupils, staff and groups outside the school, including parents, employers and representatives of the local community. Further guidance The quality of self-evaluation should be judged as a whole. Self-evaluation is not an exercise that can be carried out by the Board of Trustees, the head or a task-group working in isolation. It can be influential only when all members of staff contribute to the process, are aware of the findings and take action based upon them. Effective self-evaluation will draw on the views of pupils and other interested parties, especially the parents. You will need to evaluate whether the school's self-evaluation takes enough account of the views of its clients. 6.4 Do leaders and managers make sure that all those involved in providing education, training and other services understand and are fully involved in the self-evaluation arrangements?

Please evaluate:

6.4.1 the role played by managers in the self-evaluation processes; and

6.4.2 whether all staff understand and play their part in the process.

Managers play a crucial role in identifying development priorities and planning, implementing and monitoring improvement strategies, but their work can be fully effective only when all staff responsible to them understand and play their part in implementing the strategies. You need evidence that teams are working together effectively to bring about improvement. The job descriptions of senior and middle managers are likely to give an indication of whether self-evaluation and development planning are undertaken only by the head and senior staff, or are also recognised to be a responsibility of middle managers as well as classroom teachers. You will evaluate and report on: the effectiveness of planning for improvement

6.5 Do leaders and managers set clear priorities and actions set to bring about improvement? You should evaluate the extent to which the school:

6.5.1 uses information from self-evaluation to plan for improvement; and

6.5.2 has set priorities and appropriately challenging targets for improvement for all pupils. It is most unlikely that the quality of leadership and management can be good if the school does not have effective self-evaluation procedures. However, self-evaluation is not an end in itself. In some cases, a self-evaluation exercise might have involved much detailed work, such as an analysis of external test or examination results. By itself, however, a complex analysis is of little value and you should be more concerned to identify that the school has made a valid assessment on the basis of its analysis, has set appropriate targets for all pupils and has initiated strategies that are operating effectively. Quick and simple analyses can be equally valid, provided they have led to the implementation of effective strategies to bring about improvement. It is appropriate that some aspects of quality and standards should be evaluated more frequently than others. Within the school's development planning framework, self-evaluation needs to be flexible and responsive to matters that are, or ought to be, of current concern.

6.6 Do leaders and managers make sure that priorities are supported through adequate resources? Please evaluate the extent to which leaders and managers:

6.6.1 provide enough resources to meet the priorities and objectives; and

6.6.2 establish strategies with specified and realistic timescales. Further guidance Leaders and managers need to make sure that they provide adequate resources to ensure that their objectives are met. Good planning will ensure that leaders and managers take account of a wide range of resources including staff, money, learning resources and time. They should ensure that the school has the capacity to meet the objectives that have been set.

6.7 Can leaders and managers show that actions taken have resulted in measurable improvements ?

Please evaluate whether:

6.7.1 actions taken have had a positive effect; and

6.7.2 actions have led to a measurable improvement in standards.

You should judge whether actions have had beneficial effects by the extent to which identified shortcomings have been addressed quickly and effectively. The prime focus should be on whether the actions have led to improvements in standards, whether for the school as a whole, or for different groups of pupils or subjects. You will need to consider whether there are measurable improvements and whether the school has made enough effort to obtain measures to evaluate its performance. Effective planning will make sure that improvements that can be measured will be measured. In the best plans, measures are sought for many aspects of the school's work and not just those that are easily obtained. Sources of evidence

Documents:

- school development plan and, where appropriate, departmental development plans;
- agendas and minutes of meetings including staff and, where appropriate, governing body meetings;
- school and departmental policies relating to self-evaluation, and documents emanating from the implementation of these policies; and
- job descriptions and plans for professional development.

Observation:

- observation of the school in operation, including meetings.

Discussion:

- discussions with the Board of Trustees, headteacher, staff, support staff and pupils.

Key Question 7

How efficient are leaders and managers in using resources?

We will be asked to evaluate in our SEP:

- the adequacy, suitability and use made of staffing, learning resources and accommodation; and
- how efficiently resources are managed to achieve value for money.

[An inspection will state at the start of the section on this key question whether its findings match or do not match those of the school's own evaluation. If they do not match, the reasons are given for this.]

Please provide an overall grade for 'Key question 7: **How efficient are leaders and managers in using resources?**'.

In coming to an overall grade, give the greater weight to the judgements you have made about the second bullet point on the left-hand side in the table above ('how efficiently resources are managed to achieve value for money').

Inspectors will evaluate and report on:

the adequacy, suitability and use made of staffing, learning resources and accommodation

7.1 Are there enough qualified, specialist and experienced teaching, training and other support staff?

Therefore please evaluate:

7.1.1 whether the **staff as a whole** have sufficient knowledge and expertise to teach all aspects of the school's curriculum;

7.1.2 the extent to which the **level of staffing** enables the curriculum to be taught effectively to all pupils;

7.1.3 whether there are enough **appropriately skilled support staff** to enable teaching, administration and the day-to-day life of the school to function effectively; and

7.1.4 the extent to which **classroom support staff work effectively with teachers in planning, teaching and recording pupils' progress**. [The range of disability and special educational needs will indicate the need for input from professionals with the appropriate expertise. This input should be integrated and co-ordinated with the work of the school. Schools providing for pupils with emotional and behavioural difficulties should have regular access to psychiatric and psychological advice. Schools providing for pupils with severe learning difficulties, physical difficulties, or profound and multiple learning difficulties will generally have support from medical, nursing and paramedical specialists as well as educational psychologists.]

Numbers of staff in a school catering for pupils with special educational needs should be related to the advice in NAW Circular 37/94 'Independent Schools which admit Children with Special Educational Needs'. (Welsh Office Circular 58/90, 'Staffing for Pupils with Special Educational Needs' provides guidance on assessing the staffing needs in schools for pupils with SEN in the maintained sector. This is not a blueprint designed to meet all needs, but is a broad guide for planning purposes.) Teaching staff numbers, qualifications and experience, should be enough to provide an appropriate curriculum, for the number of pupils and their range of ages, disabilities and special needs. In schools for pupils with hearing or visual impairment, teaching staff should hold specialist qualifications that meet the statutory requirements. In residential special schools, there must be a qualified head of care. The range of support staff working in a school catering for pupils with special educational needs will depend on the numbers, ages, ranges of disabilities and special needs of pupils, and on whether the school makes residential provision for pupils. Numbers of special support assistants should be related to the advice in NAW Circular 37/94.

Please evaluate the extent to which support and care staff work with teachers in planning, teaching and recording pupils' progress.

7.2 Do all pupils have access to **appropriate learning resources that match the demands of their learning experiences**? Please evaluate the extent to which:

7.2.1 the level of **provision, deployment and condition of books, materials and equipment held centrally and in departments and classrooms** enhance the quality of work in different subjects; and

7.2.2 the **range of resources is appropriate to pupils' age and needs. Good-quality resources will reflect the variety of pupils' interests and present gender and cultural diversity in a positive way.**

Please judge whether the **library or learning resource centre is adequately resourced and how it supports learning and contributes to raising standards of achievement**. The whole team should assess the provision of **information and communications technology resources and their use across the curriculum**. Most schools use resources beyond the school, including **sports facilities, museums, galleries, theatres and field centres, to enrich the curriculum**. Base your judgements about the effectiveness of their use on discussion and scrutiny of work.

Please evaluate the provision of **resources** for meeting the learning and other developmental needs within the range of disabilities and **special needs** of the pupils.

[Please take account of funding responsibilities for specialist equipment for pupils, which may come from school, voluntary, LEA, District Health Authority or Social Services Department sources. Such equipment may be assigned for the specific use of one pupil or for general use within the school. It may be on loan and the responsibility for its management may rest with the school or with visiting professionals.]

7.3 Does **accommodation provide a suitable setting for good teaching, learning and support for all pupils**? Please evaluate the extent to which:

7.3.1 there is **adequate accommodation for the number of pupils on roll and the curriculum provided**; and

7.3.2 the school **building and grounds are well maintained and are used effectively**.

Please judge the overall **quality of accommodation, including outdoor areas, and whether it provides a stimulating and well-maintained learning environment**.

Please include the arrangements made to use **specialist accommodation off-site**. Please judge whether:

- class bases and specialist areas are **accessible to pupils with all types of disabilities**; and
- there are adequate **toilet and changing facilities**.

[In residential schools, Please consider:

- whether the quality, safety, security, level of maintenance and comfort of accommodation are adequate and make a satisfactory contribution to pupils' educational experience; and*
- (residentially) the extent to which facilities for private study and leisure, out of school hours, are suitable and sufficient.]*

Please evaluate and report on: how effectively and efficiently resources are deployed to achieve value for money

7.4 Is **economic, efficient and effective use made of resources**? Please evaluate:

7.4.1 the extent to which the school is **staffed and resourced to teach the curriculum effectively**; and

7.4.2 whether there are any clear features that contribute to or detract from quality and standards.

The economic and efficient school will:

- **know the costs of major programmes and activities;**
- **identify priorities for development and areas where savings can be made;**
- **keep its existing programmes under review and question whether they are cost-effective;**
- **have careful and accurate budgeting for staff based on an annual appraisal of need;**
- **provide the best standards of accommodation with resulting benefits to the work of the school and the attitudes of teachers, staff, pupils and parents;**
- **make sure that pupils have enough learning resources of the right type so that they can achieve the best possible standards;**
- **make decisions about priorities according to clear criteria so that changes reflect the overall objectives of the school;**
- **aim to hold contingencies from which pay and price increases are met and allow for unseen circumstances; and**
- **have a sensible balance between the responsibilities undertaken by the Board of Trustees and those delegated to headteacher and staff.**

7.5 You should evaluate the extent to which:

7.5.1 staff are **deployed economically and efficiently** so that the **best use is made of the staff's time, expertise and experience**; and

7.5.2 there are effective procedures to develop staff.

Managers should be aware of the capabilities and competencies of staff and they should draw on this knowledge in deploying and managing staff.

Appraisal and performance management systems should be effective in identifying and meeting the development needs of staff.

7.6 Are resources matched to the **school's priorities for development** ?

Please evaluate:

7.6.1 how well resource **decisions are linked to the school's priorities and objectives.**

An economic and efficient school shows that it **budgets systematically for all expenditure** and is clear about the costs of any developments that are taking place.

Please not concentrate on the detail of the financial planning, but on the extent to which the school's **spending decisions relate to priorities for improvement and the benefit of the pupils.**

The main task is to assess whether the **school is making good use of all its available resources** to achieve the **best possible outcomes** for all its pupils.

7.7 Is the use of resources regularly reviewed in order to ensure value for money? Please evaluate the extent to which:

7.7.1 the school **keeps its use of resources under regular review**; and

7.7.2 the **school achieves value for money.**

Please evaluate whether the school keeps its use of resources under regular review. In undertaking reviews, the school should consider whether it needs to provide the resources in question. It should compare its provision with that of other schools and institutions. Managers should consult widely, whenever appropriate, about the decisions they make.

Please judge value for money by the extent to which the school successfully balances the effectiveness of its provision against costs, including staffing costs.

Please consider both the **effectiveness with which the school deploys its own resources** and, where relevant, **the extent to which it secures good value for money from any public funding it receives.**

Please judge the effectiveness of the provision principally by **the standards achieved and the quality of the education it provides.** In coming to a judgement about whether the school achieves value for money.

Please make sure that your **judgement is linked strongly to the grade you have awarded for Key question 1** – 'How well do learners achieve?'

You are not expected to act as accountants. Please, however, comment upon the extent to which processes to secure value for money are in place.

You will find additional guidance in 'Getting the Best from Your Budget' and 'Keeping Your Balance' (both published by Audit Commission/Estyn/NAW 2000). The following regulatory requirements relate to this key question: 'Premises of and Boarding Accommodation at schools.'

5 The school premises and boarding accommodation meet the standard if:

5(o) sound insulation and acoustics allow effective teaching and communication; and
5(q) there is a satisfactory and adequate maintenance of decoration."

Sources of evidence Documents:

• **documentation on staffing, including School Information Form, staff handbook (if available), policy for professional development, job descriptions and timetables;**

Observation:

- inspection of **all available accommodation and facilities**, including the condition, appearance and use of buildings and school grounds and the quality of displays;
- inspection of **available learning resources, including library provision**, and access by pupils and staff to an appropriate range of books, information and communications technology resources, practical equipment and audio-visual materials to support learning and teaching both during and outside school hours;
- [use of out-of-school resources, such as residential facilities,] educational visits and community resources; and
- observation of lessons.

Discussion:

- pre-inspection meetings **with parents and the Board of Trustees and minutes of Trustees' meetings** , where appropriate; and
- discussion with appropriate staff, the Board of Trustees and parents.