



GUIDANCE FOR COMPLETING THE INSPECTION NOTEBOOK

GENERAL PRINCIPLES

All members of the team will have their own copy of the Notebook, to write down evidence during the inspection and to keep a note of their own interim judgements. However, there will be only one definitive version of the Notebook for each inspection which will be completed by the lead inspector. Team members will be asked to prepare a first draft of particular sections, and to lead the discussion at team meetings, but the lead inspector has overall responsibility for collating their contributions and completing the Notebook to reflect the corporate judgements of the team.

Notebook Part A includes in tabular form all the regulations that are requirements for registration, as well as the requirements for compliance with the Disability Discrimination Act and for some further requirements of DCSF. The inspector responsible for the regulations in a particular section should make a brief note, next to each regulation, as evidence emerges that the regulation is met, or as it becomes clear that the school is not meeting it, in which case the note must specify what the school needs to do in order to meet it.

Each regulation must be considered on its own. Particular strengths in one area of a school cannot be used to compensate for a weakness, however trivial, which results in one of the regulations not being met. Where there are several parts to a regulation, connected by “and”, all parts must be fulfilled for the regulation to be met. The judgement that a regulation is not being met must be based on substantial and clear evidence and not merely on a one-off observation in unusual or extenuating circumstances. Team inspectors should inform the lead inspector as soon as possible if they believe that a regulation is not being met.

Notebook Part B includes in tabular form the expectations of the school’s association which will vary according to whether the school is a member of AMSUK or of CST. The team member who comes from the same association as the school will take the lead in deciding whether these expectations are met, but other inspectors can and should take part in discussions. In a similar way to the regulations in Part A, the inspector should make a brief note, next to each expectation, as evidence emerges that the expectation is met, or as it becomes clear that the school is not meeting it, in which case the note must specify what the school needs to do in order to meet it.

In both parts of the Notebook, inspectors must identify ‘Key Findings’ in each section. These key findings should include judgements on the school’s effectiveness and the most important features, be they strengths or weaknesses, that explain why things are as they are. The key findings may or may not relate directly to the regulations. They should be selected because they are important enough to include in the report, which must mention any regulations that are not being met, but does not have to mention every regulation that is being met.

If the school has pupils in the Early Years Foundation Stage (EYFS), a Supplementary Notebook for EYFS must be completed, and if there are boarders, a Supplementary Notebook for Boarders must be completed. Both Supplementary Notebooks include guidance for filling them in.

1. The quality of education provided by the school

The quality of the curriculum

Part A: Regulations

1(2) Does the school have a curriculum policy set out in writing and supported by appropriate plans and schemes of work, and does it implement it effectively?

The written curriculum statement does not need to be long or detailed, but it must be available to parents (Regulation 6(2)(g)) and it must be implemented effectively. It must therefore be an accurate summary of the curriculum experienced by the pupils. It is worth while spending the time to check the curriculum document against class timetables, and, where options have been made or individual work is given, against the timetables of particular pupils.

There must be some written planning and schemes of work. However, the schemes of work do not have to be devised by the school itself, but can be national materials such as QCA documents or commercial schemes.

Some schools are uncertain about what should be in a curriculum policy statement and in plans and schemes of work. The DCSF has agreed to send out the following additional guidance, when asked by schools for clarification:

'The school should prepare curriculum policy statements, setting out in general terms how each subject is to be taught, how work will be planned to meet the needs of pupils, what the implications of the subject are for the school's particular pupil group. The policy statements may set out the general principles of assessment, recording, accreditation and of reporting on progress for the subject, or this may be covered in a separate overall policy on assessment, recording and reporting.'

Timetables for classes or individuals will provide further information as to how the curriculum is to be managed, particularly with regard to the balance and coverage of subjects taught.

The schemes of work should set out the range of topics for each subject to be taught over each term, how individual topics are to be taught, what resources will be used, and what opportunities will be taken for assessing pupils' learning and progress. A week-by-week breakdown is often used. It is usual for schemes to set out objectives for learning within each topic, and for these objectives to be featured in planning for individual lessons and in assessment. The best schemes set out differentiated content and approaches for the different levels of capability and need (not least in terms of literacy) amongst the pupils. They also make reference to links between subjects - such as noting opportunities to use ICT and literacy/numeracy skills within the topic.'

In judging whether the plans and schemes of work are appropriate, what happens in practice needs to be taken into account. If the school implements a broad and coherent curriculum effectively then brief plans and outline schemes of work may be perfectly appropriate. However, if the curriculum shows little progression or continuity and there is much duplication and unplanned repetition, then the plans and schemes of work are not appropriate.

1(2)(a)(i) *Is there full-time supervised education for pupils of statutory school age?*

There is no statutory definition of full-time education for independent schools. The guidance in the DCSF information pack says that “there are no mandatory regulations for independent schools. However, they are expected to follow the guidelines for maintained schools i.e.:

- pupils are required to attend school for at least 190 days a year (38 weeks);
- with provision for at least 380 sessions;
- a session being regarded as at least a 2 hour period morning or afternoon.”

If a school meets for fewer than 380 sessions a year, the education may still be full-time because the smaller number of sessions may be compensated for by sessions of greater length.

DCSF guidance recommends minimum amounts of taught time per week for different key stages, from 21 hours for Key Stage 1 to 24 hours for Key Stage 4. While these may be recommended to independent schools they cannot be insisted upon. However, in schools where there is less than about 18 hours of taught time a week, this regulation will not be met. We can only accept taught time as short as 18 hours if the time is spent intensively and consistently in educational activities.

Pupils who are marked on the register as attending an approved educational activity for part of the week, off-site, may still be receiving ‘full-time, supervised education’. See page 18 for details of the circumstances in which pupils can be registered as attending an approved educational activity.

“Supervised education” will normally mean that there is a teacher or other responsible adult present, or in the vicinity, to help the pupils in their learning as well as to ensure their safety and well-being. However, there may be times when, for example, older, responsible pupils work on their own in the library without an adult being present in the same room. Provided that they know where to go for help, should they require it, this arrangement could be regarded as supervised education.

Pupils become of compulsory school age on 1 January, 1 April or 1 September immediately following their fifth birthday and remain of statutory school age until the last Friday of June in the school year (1 September to 31 August) in which their sixteenth birthday falls.

It is permissible for pupils below or above compulsory school age to attend part-time. It is also permissible for pupils of statutory school age, who are being educated outside school, to attend an independent school part-time. It is the responsibility of the parents to ensure that children educated outside school receive the appropriate amount and level of instruction and to inform the LA. The matter of whether the instruction for these pupils is suitable and efficient is for the LA to monitor. The existence of any pupils in this category should be noted in the Notebook and the report should mention that the school provides some lessons for children educated outside school.

1(2)(a)(ii) Does the curriculum give pupils of compulsory school age in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative?

The regulations are not intended to be prescriptive about the way a school organises its curriculum, and do not require schools to follow the National Curriculum, but they should give experience in the following broad areas of learning although these do not need to be delivered through separately timetabled subjects. Plans and schemes of work must, however, illustrate how each area is to be woven into the school curriculum.

Linguistic: this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In most schools, these skills will primarily be developed in English. Many schools will also teach other languages and some will use a language other than English as the main medium of instruction. Schools will normally be expected to offer pupils the chance to learn a modern foreign language, at least as part of their secondary education. In schools where English is not the main medium of instruction there must be lessons in written and spoken English, unless the school is solely for pupils who are temporarily resident in this country and are following the curriculum of another country (Regulation 1(2)(d)).

Mathematical: this area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: this area is concerned with increasing pupils' knowledge and understanding of living things, materials and physical processes and with developing the skills associated with science as a process of enquiry; for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: this area will include some or all of the following components: the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social: this area is concerned with people and how they live, with their relationships with each other and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools the

subjects of history and geography make a strong contribution to this area.

Physical: this area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative: this area is concerned with developing the pupils' capacity to respond emotionally and intellectually to sensory experience and to appreciate beauty and fitness for purpose. It involves the exploration and understanding of feelings and the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution including art, music, dance, drama and the study of literature because they call for personal, imaginative, and often practical, responses.

The regulation does not require that all areas of learning are represented in the weekly timetable, but that pupils are given experience of them all at some stage during the term or year. In particular, it would be unreasonable to expect Key Stage 4 pupils at independent schools to follow a curriculum that is broader than that required in the maintained sector.

1(2)(e) *Where pupils have a statement, does the education provided fulfil its requirements?*

Inspectors will need to look at the statement (or the most recent annual review of it) for every pupil for whom a statement is maintained, whether they are paid for by the LA or their parents. Part 3 of the statement sets out the special educational provision that the LA considers necessary to meet the pupil's special educational needs; this must be provided by the school. Where pupils' statements specify that they should have access to the full National Curriculum, then schools must provide it.

LAs have a duty to review statements annually. In practice, LAs rarely change statements; usually only when a pupil moves to a different school. The most recent annual review is generally regarded as updating the statement.

It is also worth checking that the school provides access to therapy (eg speech and language therapy, physiotherapy) where this is required in the statement and has not been discontinued by a subsequent annual review.

1(2)(f) *Does the school provide personal, social and health education which reflects its aims and ethos?*

The regulation does not prescribe how PSHE is to be delivered: it could be as a separate subject; it could be through other subjects; it could be in tutorial periods; or, in many faith schools, it could be in the context of religious instruction. As with all regulations in this section, it should be supported by "appropriate plans and schemes of work". There must, therefore, be an organised and coherent programme that is appropriate to the individual needs of pupils. In judging the content of this programme, inspectors will need to be sensitive to any religious or philosophical

principles which the school holds: the regulation explicitly recognises that PSHE should reflect the school's aims and ethos.

It will often be impossible to observe PSHE sessions during a short inspection but it should be possible to ascertain whether pupils have a sound knowledge and understanding of personal, health and social issues, and an awareness of their ability to make choices.

1(2)(g) *Does the school provide appropriate careers guidance for secondary age pupils?*

At the least, schools should offer pupils in Key Stage 3 advice on their choices of options for GCSE or other courses, and pupils in Key Stage 4 and beyond advice on future pathways. Specific careers education and guidance often start in Year 9. The best programmes offer systematic information about careers, access to individual guidance, direct experience of the world of work and access to up-to-date information about work, further and higher education, training and career opportunities. Guidance should help students to develop self-awareness and to recognise their talents, strengths and weaknesses in order to explore future options realistically.

1(2)(h) *If there are pupils above compulsory school age, does the school provide a programme of activities appropriate to their needs?*

For pupils of this age, it is particularly important that they receive “adequate preparation for the opportunities, responsibilities and experiences of adult life” (Regulation 1(2)(j)). Beyond that, there can be considerable flexibility taking account of their aspirations and interests as well as of their needs. It would be unreasonable to expect the post-16 curriculum in independent schools to be more constrained than that which is offered in maintained schools and colleges.

1(2)(i) *Does the curriculum provide the opportunity for all pupils to learn and make progress?*

Inspectors must check that the curriculum does not deny opportunities to individual pupils or groups of pupils, whether these groups are characterised by ability, previous attainment, behaviour patterns, disability, gender, ethnicity, linguistic background or any other criteria. This is not simply a matter of looking at the written curriculum documents. It will also be necessary to consider how the curriculum is implemented in practice by observing lessons, scrutinising pupils' workbooks, talking to pupils, and analysing statistical information. The summary of achievements in the Notebook will be particularly helpful in deciding whether this key regulation is met.

For pupils with learning difficulties and/or disabilities it is important to consider whether they are placed appropriately in the school or group.

1(2)(j) *Is there adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life?*

While this regulation applies to all schools, it is clear that it applies with most force to those schools in which pupils stay up to or beyond school leaving age.

Part B: 8 a, b and c *Expectations of the school's faith association concerning the curriculum*

These expectations are not just about religious studies but are about the overall coherence of the whole curriculum, which in every subject should be planned and implemented to reflect a consistent vision and worldview. There should be evidence of regular review and development to improve the whole curriculum. The curriculum should be a coherent expression of the faith commitment that underpins it.

Quality of the curriculum: Key Findings

Essentially, every school should have a reasonably broad curriculum that is suitably planned and effectively implemented, and reflects its religious ethos. Bullet points should record judgements on the school's effectiveness in this respect, and the most salient factors that underpin the judgements.

Guidance on completing the record of lessons seen

This is a summary of all the lessons observed, noting the year group or groups, the subject or subjects being taught and the main strengths and/or weaknesses. For each lesson, a grade is given on a four point scale:

- 1 = Outstanding
- 2 = Good, with no significant weaknesses.
- 3 = Satisfactory: strengths outweigh weaknesses.
- 4 = Inadequate: too many weaknesses.

The grid should be used for lesson observations only and should not include assemblies or extra-curricular activities although they should be observed and evidence from them will inform many parts of the Notebook and the report. The 'Main Strengths' and 'Main Weaknesses' columns should be filled in briefly, summarising what is said on the Evidence Forms. If there are common strengths, these should be identified as key findings and put into the report; common weaknesses should also be reported and may show that one or more of the regulations are not met.

Guidance for completing the evidence of the pupils' achievements

The pupils' achievements are to be judged in terms of the rate of progress that they make over time in relation to their capabilities, aptitudes and prior attainments. While the observation of lessons makes a contribution to judgements about achievements, other forms of evidence are also needed.

Statistical evidence

This should include any data that is available about attainments on entry, together with data on pupils' attainments during and at the end of their time at the school, and the results of any public examinations that have been taken.

Pupils' work

Wherever possible, pupils' recorded work that has been completed over several months should be scrutinised so that judgements can be made about their progress over time.

Discussions with pupils

Discussions will take place with pupils during lessons and informally around the school. There may also be formal arrangements made for inspectors to meet groups of pupils. From these discussions, judgements can be made about how well they understand the work they are doing and whether they find it too easy, too difficult or at the right level of challenge.

Observations of lessons and extra-curricular activities

Comments on the attainments and progress observed in lessons should be recorded here, together with any evidence from extra-curricular activities, which will often demonstrate how well pupils with particular aptitudes and interests are able to achieve.

Summary of achievements

Drawing on all the evidence above, a brief statement should be made about pupils' achievements noting any significant variations between pupils of different ability, previous attainment, behaviour patterns, disability, gender, ethnicity or linguistic background. This summary will inform judgements about many of the regulations and in particular the judgements about the key regulation 1(2)(i).

Teaching and assessment

Part A: Regulations

1(3)(a) *Does the teaching 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) *Does the teaching encourage pupils to apply intellectual, physical or creative efforts and to show interest in their work and to think and learn for themselves?*

1(3)(c) *Are lessons well planned, effective teaching methods and suitable activities used and is class time managed wisely?*

1(3)(d) Do teachers show a good understanding of the aptitudes, needs and prior attainments, of the pupils, and ensure that these are taken into account in the planning of lessons?

1(3)(e) Do teachers demonstrate appropriate knowledge and understanding of the subject matter being taught?

1(3)(f) Are classroom resources of an adequate quality, quantity and range and are they used effectively?

1(3)(g) Is there a framework in place to assess pupils' work regularly and thoroughly and is information from such assessment utilised to plan teaching so that pupils can make progress?

1(3)(h) Does the teaching encourage pupils to behave responsibly?

The main evidence for judging the eight regulations concerned with teaching will be the lesson observations. Further useful evidence may be gleaned from looking at pupils' work, discussions with teachers and pupils and examining the teachers' planning and record keeping.

The proportion of teaching observed that is satisfactory or better will be a significant indicator, but there is no automatic relationship between this proportion and compliance with the regulations. Each regulation needs to be considered on its own and discussed by the inspectors in the team after they have finished observing lessons and gathering other evidence.

It is possible for a school in which no inadequate lessons are observed to fail to meet one of the regulations. For example, a school may fail to meet 1(3)(f) even though, in every lesson observed, the teachers have done their best to minimise the adverse effects of inadequate resources. It may also be that there is a strong pattern to the weaknesses in all the lessons which are graded 3. For example, if the assessment frequently fails to inform the future planning then the school will not meet 1(3)(g).

Conversely, the existence of some inadequate lessons does not necessarily mean that one of the regulations is not met. A single lesson in which pupils apply no effort and show little interest may not undermine a broad judgement that regulation 1(3)(b) is generally met.

The crucial judgement that needs to be made by the team is whether the weaknesses that make some lessons inadequate, or are observed in lessons graded as satisfactory, follow a pattern that reveals that one or more of the regulations frequently fails to be met. The 'Main Strengths' and 'Main Weaknesses' identified in lesson Evidence Forms and summarised in the Record of Lessons Seen will help to establish whether the weaknesses follow a pattern.

Inspectors must reach a corporate judgement about each individual teaching regulation in their final meeting. Where they consider that a regulation is not met by the school, sufficient evidence to support this judgement must be included in the Notebook.

1(4) Does the school have in place a framework by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents, and/or, by national norms?

While independent schools are not obliged to use National Curriculum assessments, many choose to do so, either wholly or in part. Additionally, or alternatively, many schools use a range of standardised tests, which also provide a reference to national norms, provided they are not too out-of-date.

If the school uses National Curriculum assessments and they are moderated at Key Stage 1 and the tests are externally marked at Key Stages 2 and 3, then this regulation is met. If there is no moderation or external marking then inspectors will need to be sure that the assessments and tests are properly administered and accurately marked.

If standardised tests are used these must also be properly administered and accurately marked. If the school does not use National Curriculum assessments, the standardised tests should measure a reasonable range of performance including literacy and numeracy.

If the school measures performance solely by reference to its own aims, then inspectors will need to check that the aims used in measuring performance are included in the statement of ethos and aims provided to parents (Regulation 6(2)(d)).

Part B: 8 d, e and f *Expectations of the school's faith association concerning the teaching*

These expectations apply across all religious and secular subjects, so that pupils are able to make connections, discern underlying patterns and appreciate how their faith provides a deeper understanding. The teaching should demonstrate a faith commitment that enables pupils to develop a coherent faith-based perspective.

Quality of teaching and assessment: Key Findings

Essentially, every school should provide effective teaching that reflects the school's religious ethos and is informed by regular assessment so that all pupils learn and make suitable progress. Bullet points should record judgements on the school's effectiveness in this respect, and the most salient factors that underpin the judgements.

2. The spiritual, moral, social and cultural development of pupils

It will be important not to rush to judgement on these matters, but to wait until a range of evidence has been gathered, including observations in lessons and around the school and discussions with pupils. Inspectors will need time for reflection, as well as for discussion, before they can form a judicious view.

Part A: Regulations

2(a) Does the school enable pupils to develop their self-knowledge, self-esteem and self-confidence?

Spirituality should extend beyond worship into acquiring a sense of identity, self-worth, personal insight, meaning and purpose, within a system that gives opportunities to explore values and beliefs and the way in which they affect people's lives.

2(d) Does it provide pupils with a broad general knowledge of public institutions and services in England?

The way in which this regulation applies will vary according to the age range of the pupils. For older pupils, schools should have regard to the QCA guide-lines on citizenship.

2(e) Does the school 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?

This is a twofold requirement, both parts of which are very important: pupils should be secure and confident in their own faith and culture; they should also respect the right of others to hold different beliefs and they should learn to live in harmony with them.

Part B: 8 g, h, i and j *Expectations of the school's faith association concerning the pupils' spiritual, moral, social and cultural development*

These expectations are fundamental to the purpose of the school. The school's faith should provide a focus for spirituality, a reason for morality, a social experience of living in a faith community and an insight into the religious dimension of culture.

Prayer and worship should be at the heart of the pupils' experience and should make a major contribution to their spiritual development.

The standards and values of the school's faith should give reason and purpose to the pupils' behaviour, so that they acquire a moral understanding of how they should behave and relate to one another.

The school needs to recognise that prevailing values and worldviews will present pupils with dilemmas and temptations. They need to be addressed so that pupils are given help in standing up to the pressures and influences they face in the modern world outside the relative safety of the school environment. The pupils need to be equipped to be discerning about such things as materialism so that they can make choices consistent with their faith.

At the same time, their attitudes to other faiths and worldviews should always lead them to treat all people with respect.

Quality of SMSC development: Key Findings

Essentially, every school should promote the spiritual, moral, social and cultural development of all pupils in accordance with its religious ethos. Bullet points should record judgements on the school's effectiveness in this respect, and the most salient factors that underpin the judgements.

3. The welfare, health and safety of the pupils

Part A: Regulations

3(2)(a) Has the school prepared and implemented written policies to prevent bullying in accordance with the DCSF guidance "Safe to Learn: Embedding anti-bullying work in schools"?

Inspectors will need to check not only that the school has a written policy, but that it is effectively implemented. Staff should be aware of the policy and alert to its implications. Teachers and pupils should know what actions they should take in response to incidents of bullying. The school should have effective means of detecting and combating bullying in all its different forms. Pupils should show confidence in the school's strategies for dealing with bullying and should feel safe. The updated DCSF guidance can be found at

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn>

3(2)(b) Has the school prepared and implemented written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with the DCSF Guidance "Safeguarding children and safer recruitment in education 2007"?

Safeguarding is about protecting children from maltreatment, preventing impairment of health/development, ensuring children grow up in the provision of safe and effective care, and is about optimising children's life chances. It, therefore, covers more than child protection.

The policy should have clear aims that will normally include the wider aspects of safeguarding (e.g. safe recruitment / allegations against staff), though these may be in separate policies which should be cross-referenced.

There must be a senior member of the school's own staff with designated responsibility for child protection and welfare issues and for liaison with the Local Authority and the Local Safeguarding Children Board (LSCB). Staff should know who this is.

Clear procedures should be in place, which must be in line with those of the LSCB. These should refer to

- the designated person(s) and the management of child protection

- staff training, specifying that the designated person(s) should receive refresher training at least every two years, and the rest of the staff at least every three years.
- recognition of signs of abuse
- an understanding of the need to be alert to signs of abuse and the procedures to follow
- notification procedures (including those relating to the unexplained absence of pupils on the child protection register)
- multi-agency working and the role of the school at child protection case conferences
- the keeping of records of concerns
- the administration of secure records which are to be kept separate from the main files on pupils
- the procedures to follow where an allegation is made against a member of staff or volunteer (this can be separate)
- ways of ensuring that safe recruitment practices are always followed (this can be separate).

The policy should also outline how pupils are to be supported through the curriculum and particularly PSHE; how a positive, supportive and secure environment is promoted; and how pupils are given a sense of being valued, perhaps referring to other policies such as behaviour and anti-bullying.

It is the responsibility of the proprietor to oversee the safeguarding policy and procedures and review them annually. The designated child protection person(s) must fully understand their roles and responsibilities. In a large establishment (or on several sites) one or more deputies may be required. Where there are separate boys and girls sections in one school, there may need to be a designated person of each gender. All staff, including the designated person(s), must be trained at the required intervals and to the appropriate level.

All schools must have procedures for dealing with allegations of abuse against staff (including volunteers) and all staff must know what to do if they receive an allegation against another member of staff or if they have concerns about a member of staff. The requirements are contained in Chapter 5 of SCSRE.

3 (2) (c) *Has the school prepared and implemented a written policy relating to the health and safety of pupils on activities outside the school which has regard to DCSF guidance (reference HSPV2): "Health and Safety of Pupils on Educational Visits"?*

Any visits or other activities that take place outside the school should be carefully planned and an assessment should be made of the risks to the pupils' health and safety. The head teacher's prior agreement should be obtained, and for many visits the written consent of parents is required. The group leader should be appropriately experienced and qualified and there should be sufficient adults bearing in mind the age of the pupils and the nature of the activities. To ensure that the written policy is effectively implemented, inspectors may wish to talk to the group leader of a recent educational visit and look at the plans, consent forms and other documentary evidence associated with the visit.

3 (2) (d) Has the school prepared and implemented a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving?

Inspectors should look at the written policy and should also evaluate how well it is implemented in lessons and around the school and whether good behaviour is promoted, commended and rewarded. Schools may use a range of sanctions, but these should be proportionate to the offence and should be effective in discouraging re-offending.

3(4) Does the school have regard to the DCSF guidance "Health and Safety: Responsibilities and Powers" (DCSF/0803/2001)?

The guidance can be found at www.teachernet.gov.uk/doc/955/ACF1BCF.doc . It sets out the duties of employers (usually the proprietor or governing body in independent schools) and of employees. Employers have duties to ensure so far as is reasonably practicable: the health, safety and welfare of teachers and other education staff; the health and safety of pupils in school and on off-site visits; and the health and safety of visitors to schools, and volunteers involved in any school activity. Employees must: take reasonable care of their own and others' health and safety; co-operate with their employers; carry out activities in accordance with training and instructions; and inform the employer of any serious risks. "Have regard" means "knows about and takes into consideration" rather than "follows in every detail".

We are not experts on health and safety. At the same time we have a duty to point out any concerns about health and safety that come to our attention, as lay people. Any comments made orally or in writing about health and safety should make clear that it is the school's responsibility to identify and remedy hazards.

This is by no means an exhaustive list, but points to look out for include:

- unrestrained windows on upper floors;
- unlocked cupboards containing chemicals and/or cleaning fluids;
- access to maintenance equipment;
- unsupervised access to laboratories;
- swimming pools which are unfenced and without depth markers;
- lack of safety glass in low level windows;
- trailing cables.

There are many more and inspectors will need to use common sense in identifying health or safety risks to children.

3(5) Does the school comply with the Regulatory Reform (Fire Safety) Order 2005?

The Regulatory Reform (Fire Safety) Order 2005 was introduced on 1 October 2006. DCSF guidance states that 'the order places responsibility on a 'responsible person',

which in the case of an independent school is the proprietor. Under the order the 'responsible person' has a duty to:

- carry out a fire risk assessment (formally recorded and regularly reviewed so as to keep it up to date);
- produce a fire risk policy which includes the elimination or reduction of risks from dangerous substances;
- develop fire procedures and provide staff training (repeated periodically where appropriate);
- ensure the safety of staff or anyone else legally on the school premises;
- carry out fire drills and contact emergency services when necessary;
- appoint one or more competent persons (with sufficient training, experience and knowledge) to assist in taking preventive and protective measures (including fire fighting and evacuation);
- have a suitable system for the maintenance of: clear emergency routes and exits (with doors opening in the direction of escape), signs, notices, emergency lighting where required, fire detectors, alarms and extinguishers (the maintenance should be by a 'competent person' (for example, ISO9001 certified or BAFE approved);
- provide staff and any others working on the school site with fire safety information.

Additionally, staff are required to take reasonable care.

The Fire Risk Assessment should be reviewed regularly and revised in light of any changes that occur at the school. Local Fire Services will inspect independent schools in the same way as any other business i.e. on a risk basis.'

We should ask to speak to the 'one or more competent persons' who have been appointed so that we can find out whether all the responsibilities are being properly undertaken, and to judge whether the 'competent persons' have sufficient training, experience and knowledge.

3(6) *Does the school have a satisfactory written policy on First Aid and does it implement this?*

In order to be implemented satisfactorily, the policy should ensure that:

- all staff should know which of their colleagues are qualified to give First Aid and should refer any accidents or other medical emergencies to them promptly
- at all times there should be at least one designated First-Aider on every site occupied by the school, and on every outing organised by the school

- all First-Aiders should have attended a training course within the last three years, should follow the guidelines given at the course, and should have easy access to First Aid kits
- accidents and other medical emergencies should be recorded appropriately, parents should be informed when necessary and a record kept of occasions when they have been
- members of staff should be made aware of any particular hazards in the subjects that they teach or the activities that they supervise and should have appropriate training and access to First Aid kits
- pupils with medical conditions, such as asthma or severe allergies, should be identified and all staff should be aware of their conditions and alert to the need for prompt action
- there should be clear guidance on what level of injury are to be treated on site and what levels automatically trigger an emergency ambulance call or visit to the hospital
- there should be guidance on hygiene procedures in case of spillage of blood or body fluid.

3(7) *Are school staff deployed in such a way as to ensure the proper supervision of pupils?*

Inspectors should make sensible judgements, taking into account the age and behaviour of the pupils and the nature of the activities in which they are engaged. "Proper supervision" does not require that pupils must always be within sight of an adult, but they should be able to summon help quickly in the event of an emergency. Similarly, where one adult is supervising a group of pupils at some distance from any of their colleagues, they will need a mobile phone, or some other method of rapid communication.

3(8) *Does the school keep written records of sanctions imposed upon pupils for serious disciplinary offences?*

The regulation does not prescribe the form of these records, but they can be expected to include the reasons for the sanctions as well as their nature and the dates on which they took place. Schools must ensure that sanctions are reasonable and not excessive and do not show unfair discrimination against individuals or categories of pupils. The written records may be kept together, in a punishment book or in a loose leaf file, or they may be distributed among pupils' files, though best practice is to do both: to keep a bound copy of all sanctions and to place a record of them in pupils' files. The records should certainly include temporary or permanent exclusions and may also include detentions or other punishments.

If a school has never imposed sanctions upon pupils for serious disciplinary offences, then this regulation is met, although the school should be aware of its duty to keep written records, if sanctions are imposed in the future. The school may in any case wish to prepare a 'sanctions record book' which may take the form of an appropriately labelled exercise book or similar.

The School Standards and Framework Act 1998 prohibits corporal punishment in independent schools. If inspectors come across any evidence that suggests that corporal punishment or undue physical force is being used, they should follow this up carefully.

3(9) Does the school maintain an admission and attendance register in accordance with the Education (Pupil Registration) Regulations 2006?

The Education (Pupil Registration) (England) Regulations 2006, Statutory Instrument 2006/1751, replaced the 1995 regulations and the two amendments that had been made to them. Many of the regulations remain the same as before, but there are some important changes. As the Explanatory Memorandum to the regulations states: 'These regulations widen the scope for pupils to register at more than one school and bring the storage of registers in line with developments in information technology. They also make changes to the grounds upon which a pupil's name may be deleted from the admissions register. They extend the circumstances in which a return must be made to the local education authority and require that the return is made prior to the deletion of the pupil's name.' The full regulations, together with the Explanatory Memorandum, are available from www.opsi.gov.uk.

All schools are required to keep an admission register which contains an index in alphabetical order of all the pupils at the school and the following information about each pupil:

- name in full
- sex
- the name and address of every person known to the proprietor to be a parent of the pupil and, against the entry on the register of the particulars of any parent with whom the pupil normally resides, an indication of that fact and an emergency telephone number
- day, month and year of birth
- day, month and year of admission or re-admission to the school
- name and address of the school last attended, if any
- in boarding schools, whether the pupil is a boarder or a day pupil.

The name of a pupil must be included in the admission register from the beginning of the day on which it has been agreed that the pupil will start.

All schools, except those in which all pupils are boarders, are required to keep an attendance register which:

- must be taken at the beginning of each morning session and once during each afternoon session

- must record for every day pupil, whose name is entered in and not deleted from the admission register, whether the pupil is present; absent; attending an approved educational activity; or unable to attend due to exceptional circumstances
- must distinguish between authorised and unauthorised absence for all day pupils of compulsory school age
- must record, for any day pupil of compulsory school age who is attending an approved educational activity, the nature of that activity
- must record, for any day pupil who is unable to attend due to exceptional circumstances, the nature of those circumstances.

There is no legal requirement to include boarders in the attendance register, though most boarding schools do so and should be encouraged to continue this good practice.

All pupils who are registered at more than one school, or pupils who attend other educational provision such as further education colleges or specialist providers, can be marked as present at an approved educational activity when they attend the other school or alternative provision. Likewise, where a pupil is taking part in an activity that takes place outside the school premises and is approved by the proprietor or someone authorised to do so on the proprietor's behalf; is of an educational nature, such as work experience or a sporting activity; and is supervised by someone who is authorised by the proprietor or the head teacher, that pupil can also be recorded as attending an approved educational activity while taking part in the activity. 'Unable to attend due to exceptional circumstances' is narrowly defined and includes only occasions when the school site or part of it is closed, or, for pupils for whom transport is provided by the local authority, when that transport is not available.

Admission and attendance registers must be completed in ink and every entry must be kept for at least three years. Where any amendments are made, the register must include the original entry; the amended entry; the reason for the amendment; the date on which the amendment was made; and the name or title of the person who made the amendment. Registers may be kept on computer provided a back-up, in the form of an electronic, micro-fiche or printed copy, is made at least once a month. Where a correction is made, the register on the computer, and any print-out made of it, must distinguish clearly between the original entry and the correction. An electronic, micro-fiche or printed copy of all registers kept on computer must be retained for three years after the end of the school year to which they refer. Note: there is no longer a requirement that print-outs should be made; the requirement is only that there is some form of back-up, which may be electronic rather than hard copy.

All schools, including independent schools, are required to inform the local authority of the full name and address of any registered pupil of compulsory school age who fails to attend the school regularly, or who has been absent without authorisation for a period of more than ten school days, specifying the cause of absence if it is known. This requirement does not apply if the irregular attendances or the prolonged absences are because the pupil is attending another school at which the pupil is registered, or because the pupil is attending an approved educational activity.

In addition, all schools, including independent schools, are required to inform the local authority about any pupil of compulsory school age who is to be deleted from the school's admission register for one of the following reasons:

- that the pupil has ceased to attend the school and the proprietor has been informed in writing by the parents that the pupil is receiving education otherwise than at school
- that a day pupil has ceased to attend the school and no longer lives locally
- that a pupil is so ill that the school medical officer does not think that the pupil will be fit enough to attend school before ceasing to be of compulsory school age, and the school has not been informed of any intention to attend the school after ceasing to be of compulsory school age
- that the pupil is in custody for at least four months and there are no reasonable grounds for believing that the pupil will return to the school at the end of the period
- that the pupil has been permanently excluded.

In these cases, the school must give the local authority the full name of the pupil, the address of any parent with whom the pupil normally resides and the grounds on which the pupil is to be deleted from the admission register. The information must be given as soon as the grounds for deletion are met and before the pupil is deleted from the admission register.

There are nine other grounds for deletion from an attendance register, including one very general one only applicable to independent schools, that a pupil 'has ceased to be a pupil of the school 8 (1) (l).' Deletions on any of these nine grounds do not have to be reported to the local authority. However, even if deletions are made under 8 (1) (l), it is good practice for schools to keep the local authority informed of cases which could be construed as falling into one of the five categories described above.

Does the school fulfil its duties under the Disability Discrimination Act?

The Special Educational Needs and Disability Act 2001 amends Part 4 of the Disability Discrimination Act 1995 to make it applicable to schools. The DCSF have issued the following guidance:

'What are the requirements on Disability Discrimination in Schools?'

The Disability Discrimination Act 1995 covers every aspect of education. The duties make it unlawful to discriminate, without justification, against disabled pupils and prospective pupils, in all aspects of school life. The principle behind this legislation is that, wherever possible, disabled people should have the same opportunities as non-disabled people in their access to education.

What provision is covered?

Education provided at all schools in Scotland, England and Wales is covered by the Act. This includes all independent schools including nursery classes and nursery provision at independent settings.

Who is responsible for the schools' duties?

The Responsible Body (those responsible for the duty not to discriminate) within independent schools and non-maintained special schools is the proprietor.

The Education Act 1996 says that the proprietor is the person or the group of people responsible for the management of the school. This will vary according to the type of school but would include the trustees, the governing body, the private owner or the management group of the school.

What activities are covered by the schools' duties?

Responsible bodies must not discriminate against a disabled person in relation to admissions to and exclusions from school. This applies to both fixed term and permanent exclusions. Every aspect of education and associated services such as timetabling, homework, school trips, clubs and activities is covered by the Act.

Definition of Disability

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.”

Special Educational Needs and Disability Tribunal (SENDIST)

From September 2002 the Special Educational Needs Tribunal has an extended remit and is renamed the Special Educational Needs and Disability Tribunal (SENDIST). SENDIST considers most claims of unlawful discrimination in admissions, exclusions and in education and associated services in schools.

SENDIST is able to order remedies and set deadlines when directing action by schools and LAs. If a responsible body fails to comply within the prescribed time limits, or if it has acted or is proposing to act unreasonably in complying with a SENDIST order, the Secretary of State can make a direction to require compliance.

Planning Duties: Preparing Accessibility Plans

Independent schools are obliged to prepare accessibility plans to:

- increase the extent to which disabled pupils can participate in the school's curriculum;
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school; and
- improve the delivery to disabled pupils of information, which is already provided in writing to non-disabled pupils.

Accessibility plans must:

- be in writing;
- be within the resources that schools can afford;
- be subject to inspection by HMI/BSI; and
- cover a period of 3 years.

Further information is available in circular LEA/0168/2002 “Accessible Schools: Planning to increase access to schools for disabled pupils”. It is available on the DCSF website at <http://www.dcsf.gov.uk/sen> or by phoning DCSF Publications on 0845 6022260.’

More information can also be found at

<http://www.teachernet.gov.uk/wholeschool/disability/disabilityandthedda/>

Part B: 8 k and l *Expectations of the school’s faith association concerning welfare, health and safety*

The faith perspective should underpin all the school’s policies and procedures. The school’s policy and practice in behaviour and discipline should be grounded in its faith commitment.

Quality of provision for pupils’ welfare, health and safety: Key Findings

Essentially, every school should safeguard and promote the welfare of all its pupils in accordance with its religious ethos. Every school should also have policies and practices that minimise the health and safety risks to pupils and reflect its faith values. Bullet points should record judgements on the school’s effectiveness in this respect, and the most salient factors that underpin the judgements.

4. Suitability of staff, supply staff and proprietors

Part A: Regulations

The regulations governing suitability were amended by Statutory Instrument 2007/1087 which came into force on 1 May 2007. The amended regulations relate directly to statutory requirements in DCSF guidance *Safeguarding children and safer recruitment in education 2007* (see also regulation 3(2)(b)). The regulations state that ‘staff’ means those people working at the school, other than supply staff, whether under a contract of employment, under a contract for services or as volunteers.

Regulation 4C specifies that proprietors must keep a central register which gives details of all the statutory checks which they have carried out in respect of staff, proprietors, volunteers, supply staff and foreign nationals. It corresponds closely (but not exactly) with the Single Central Record that is required in maintained schools. It is sensible to start by checking this regulation because if it is met, it provides the best way of checking most, though not all, of the other regulations in this section. The register may be kept electronically, provided that it can be reproduced in legible

form. The register must contain the details of all proprietors and staff, including volunteers, working at the school on or after 1 August 2007.

BSI schools have been sent detailed guidance in the form of the *Step by step guide to fulfilling the requirements for suitability of staff, supply staff and proprietors in independent day schools in England*. This goes beyond the strict requirements for the sake of simplicity. For example, the *Step by step guide* gives a way of keeping the register which is recommended by DCSF, though not required. If a school has followed the *Step by step guide* in full, then the requirements will be met. However, if it has chosen alternative ways to those given in the guide, the requirements may still be met, but they will have to be carefully checked. In this case, the following check-list needs to be used to make sure the register meets all requirements:

		<i>Yes</i>	<i>No</i>	<i>Not applicable</i>
1	Does the proprietor keep a register of staff checks?			
2	Does the register show the date on which checks were made of the identity of all members of staff, including volunteers?			
3	Does the register show for all members of staff whether they require qualifications, and, if they do, the date on which these qualifications were checked?			
4	Does the register show the date on which each member of staff, including volunteers, was checked against List 99? (If a CRB certificate has been obtained, then a List 99 check has been done as part of the process but if the CRB check has not been completed a separate List 99 check is essential.)			
5	Does the register show the date on which an enhanced CRB certificate was obtained for all members of staff, including volunteers, appointed since March 2002, who have regular contact with children, and for all members of staff, including volunteers, appointed since May 2006, whether or not they have regular contact with children?			
6	Does the register show for each member of staff whether they have the right to work in the UK and the date on which this was checked? (Appendix 8 in <i>Safeguarding children, safer recruitment in education</i> gives more information about permission to work in the UK.)			
7	Does the register show for each member of staff, including volunteers, whether overseas checks are required concerning their suitability to work with children and, if so, the date on which these checks were carried out?			
8	If the school provides boarding, does the register show the date on which checks for all boarding staff have been made against the relevant National Minimum Standards?			
9	If the school uses temporary staff supplied by an agency, does the register show the date on which written confirmation has been received from the supply agency that all the required checks have been carried out for each member of staff supplied? (Note: the identity of supply staff must still be checked by the school)			
10	If the school has a body of persons named as proprietor (eg governors or trustees), does the register show for all of them the date on which checks were made on their identity and their right to work in the UK, the date on which an enhanced CRB certificate was received and, if they have lived abroad, the date on which such further checks as the Chair considers appropriate have been made to determine suitability to work in a school?			

In addition to completing this check-list, it will be necessary to look at the personnel files of recently appointed staff to ensure that appropriate checks have been carried out to confirm medical fitness and previous employment history, and that character references and, where appropriate, professional references have been taken up. It

is not reasonable to expect that records have been kept of the checks and references made on staff who have been in post for many years, but it is essential that the standard recruitment procedures now in place record all the checks and references and show that the information from them is taken into account in making and confirming appointments.

Concerning checks on medical fitness, the DCSF information pack says:

‘It is important that employers satisfy themselves of the physical and mental fitness of their employees. It would normally be expected that employers would ask prospective employees to complete a medical questionnaire. Independent schools will then have to decide whether, based on the information in the questionnaire, they need to seek further medical advice, with the written consent of the prospective employee.’

If the register required by regulation 4C is fully in place then it will show which individuals need overseas checks and whether these checks have been made. Paragraph 4.69 of the DCSF guidance, *Safeguarding children and safer recruitment in education 2007*, states that ‘In the case of staff who have lived abroad, if, in the opinion of the local authority, school or FE college, the CRB Disclosure is unlikely to provide sufficient information, based on how long the individual has been in the UK, then other checks, including obtaining certificates of good conduct from relevant embassies or police forces as appropriate, must be completed prior to the individual starting work or volunteering activity.’ (Note that the level of information contained in certificates of good conduct varies from country to country: some are complete extracts from the criminal record; others are partial.)

Further information about the criminal record information which may be obtained from overseas police forces and countries is available from: www.crb.org.gov.uk.

Where an applicant is from a country where criminal record checks cannot be made for child protection purposes, the DCSF advises that employers must take extra care in taking up references and carrying out other checks on a person’s background. Any further checks that are made are in addition to, and not instead of, an enhanced CRB check, which is required for all staff, including those from overseas.

If schools have followed the *Step by step guide* then they will check all staff with the CRB, but again, while this is good practice, it is not a requirement. Staff appointed before 1 April 2002 need not have been checked with the CRB. They should, however, have been checked against List 99. The school should be able to produce a letter from Teachers’ Misconduct (Vetting) Team which was issued at the time of their appointment. Additionally, members of staff who have been provisionally appointed while their CRB checks are taking place may only start work if they have been separately checked against List 99.

Some schools use supply staff provided by an agency. If so, they must be able to show that written confirmation has been received from the agency, before any supply staff start work, that checks have been carried out on identity, right to work in the UK, qualifications, enhanced CRB or, where appropriate, List 99. There should also be a standard procedure for checking the identity of any supply staff before they begin

work, insisting that they produce photo ID. The school has to undertake this identity check in addition to any checks carried out by the agency.

The checks on a sole proprietor, or on the chair (or equivalent) of a proprietorial body (eg governors or trustees) are made by the DCSF on behalf of the Secretary of State. Where there is a proprietorial body, DCSF will only have checked the chair or equivalent, who must then carry out checks on other members of that body.

Schools have a duty to report individuals in certain circumstances. From 20 January 2009, the duty is to make these reports to the Independent Safeguarding Authority, PO Box 181, Darlington DL1 9FA. Further details of this duty are given in the *Step by step guide*.

Part B: 8 m, n and o *Expectations of the school's faith association concerning suitability of staff*

Schools should be committed to employing staff from the faith community and helping them to grow in their faith and apply it in their work. The school should not only recruit teachers from the faith community but also offer professional development so that they can deepen and strengthen their faith perspective.

It is not expected that *all* teachers should come from the relevant faith community, but a substantial proportion should, since the school should be committed to employing teachers who provide the pupils with a role model as members of the faith community.

Prayer is an important part of the role model that the teachers should provide.

Suitability of proprietor and staff: Key Findings

Essentially, every school is required to carry out checks on all staff to make sure that there is no reason that they should not be employed to work with children. Bullet points should record evidence of the extent to which the school meets this overarching requirement. The regulations about suitability do not require that teachers should be qualified, or that proprietors and senior staff should be good leaders and effective managers. Comments about the qualifications of teachers, or the match of their experience and expertise to the subjects and age range that they teach, should be made in the teaching section, in terms of the observed effects of their qualifications or lack of them. Similarly, any comments about the leadership and management of the school, by the proprietor and/or by senior staff, should be made in the section where the effects of the strengths or weaknesses in the leadership and management have been observed, not in this section.

5. The suitability of the premises and accommodation

Part A: Regulations

5(a) Does the water supply meet the requirements of the Education (School Premises) Regulations 1999?

The School Premises Regulations apply in full to maintained schools. The only parts of them which apply to independent schools are those which are explicitly mentioned in this section.

The School Premises Regulations require that schools have a wholesome supply of water for domestic purposes including a supply of drinking water; that toilets have an adequate supply of cold water and that washbasins, sinks, baths and showers have an adequate supply of hot and cold water; and that the temperature of the hot water should not exceed 43°C.

5(c) Does each load bearing structure comply with the Education (School Premises) Regulations 1999?

The School Premises Regulations require that “any load bearing structure in a school building shall be capable of safely sustaining and transmitting the dead load and imposed loads, and the horizontal and inclined forces, to which it is likely to be subjected.” We are not experts in such matters and should avoid saying or writing anything that implies that we are. We can accept that the building is likely to be structurally sound if there is no obvious evidence to the contrary. However, if there are cracks, bulges or other deformities in the fabric, or parts of the building move or vibrate when walked upon, or there are any other causes of concern, then we have reason to believe that the school does not comply with this regulation. Unless we are shown written reports from suitably qualified professionals that confirm that pupils are not at risk, we should tell the school to take professional advice as soon as possible and raise our concerns in the report.

5(d) Does the school have adequate security arrangements for the grounds and buildings?

If the security arrangements are inadequate then this needs to be made clear to the school and to the DCSF. However, the report should not make any references to security, good or bad, as the report will be published on the internet and could be used by criminals to identify targets. A separate letter about the security issue should be written by the lead inspector within 24 hours of the end of the inspection and sent to the BSI administrator for onward transmission to the DCSF.

5(g) Is there sufficient access so that emergency evacuations can be accomplished safely for all pupils, including those with special needs?

5(h) Is access to the school such that it allows all pupils, including those with special needs, to enter and leave the school in safety and comfort?

These regulations apply only to the current school population. If there are no pupils on roll who have mobility problems or disabilities, then the school meets these

regulations even if the access is currently restricted for such pupils. However, in this case, the proprietor's accessibility plan described on pages 20 and 21 should consider how access is to be improved over time, as funding allows.

5(j) *Having regard to the number, age and needs (including any special needs) of pupils, are classrooms appropriate in size to allow effective teaching and do all areas of the school not compromise health or safety?*

The judgement that needs to be made is whether there is adequate space for safe and effective teaching and learning, having regard to the subject being taught and the activities being undertaken as well as to the number, age and needs of pupils. A classroom that is so crowded that the teacher cannot move around it easily is not going to be adequate even for the most sedentary activities. A science classroom that does not have enough space for experiments to be undertaken safely is inadequate in size. Where pupils do not have access to specialist accommodation their classroom must be large enough to allow practical work to take place. As pupils grow older, the need for specialist accommodation increases if their curriculum is not to be restricted.

There are no set space allocations for pupils of statutory school age and beyond but as a minimum, each classroom will normally require around two square metres per pupil, and for some subjects more space will be needed. Pupils with special educational needs will often require additional space.

5(k) *Are there sufficient washrooms for staff and pupils, including facilities for pupils with special needs, which take account of the Education (School Premises) Regulations 1999?*

The School Premises Regulations stipulate that there should be at least one sanitary fitting (ie water closet or urinal) for every ten pupils under five, and for every twenty pupils over five. In a special school there should be one sanitary fitting for every ten pupils. The number of washbasins should be at least two-thirds of the number of sanitary fittings. For pupils over the age of eight, toilets for males and females should be separate. There should also be separate facilities for staff, which may also be used by visitors. It is permissible for toilets specially adapted for the disabled to be used by staff, visitors and pupils, provided that privacy is guaranteed.

5(l) *Are there appropriate facilities for pupils who are ill in accordance with the Education (School Premises) Regulations 1999?*

The School Premises Regulations specify that there should be appropriate facilities for the care of sick or injured pupils that includes a washbasin and is reasonably near a water closet. This need not be a separate room, particularly in a very small school. It may be combined, for instance with an interview or tutorial room which is not in essential regular use. However, a couch in the corner of the staffroom or the head's office is not suitable.

5(m) *Where food is prepared, are there adequate facilities for its hygienic preparation, serving and consumption?*

Any school in which food is prepared is open to inspection by the local Environmental Health Officer. Inspectors should find out when the EHO last visited, whether any recommendations were made and if so, whether they have been implemented. Any food preparation area should have a hand-wash basin separate from the sink, with hand drying facilities and soap.

5(p) *Are the lighting, heating and ventilation adequate? See the Education (School Premises) Regulations 1999 for details of what is required.*

The School Premises Regulations give precise requirements for these three aspects, but inspectors will not normally need to use specialist measuring equipment. We should first make a common-sense judgement as to whether the lighting is adequate, the heating is sufficient and not excessive and there is enough ventilation. If there are concerns, we may need to make some measurements, for example of temperature.

The requirements in the School Premises Regulations are as follows:

Lighting: the maintained illuminance of teaching accommodation shall be not less than 300 lux on the working plane and where visually demanding tasks are carried out, it should be not less than 500 lux; and the glare index shall be no more than 19. Clearly, we are not experts: inspectors should use their common sense in making a judgement: is it too dim or gloomy and therefore likely to cause risk to pupils' health or safety, or prevent effective teaching and learning from taking place?

Heating: sick rooms should be 21 °C; accommodation for teaching, private study and exams should be 18°C; spaces used for PE, washrooms, circulation spaces and sleeping accommodation should be 15°C.

Ventilation: all areas should have controllable ventilation at a minimum rate of 3 litres of fresh air per second per person; in teaching accommodation, sick rooms, sleeping and living accommodation the minimum rate should be 8 litres per second per person; washrooms should be capable of being ventilated at a rate of at least six air changes an hour; there should be adequate measures to prevent condensation and to remove noxious fumes. As above, inspectors should use common sense in the first instance to judge whether ventilation is adequate to enable effective teaching and learning to take place, and whether ventilation in WC and shower areas is adequate.

5(t) *Are there appropriate arrangements for providing outside space for pupils to play safely?*

There should be enough space outside for recreational purposes, but it is reasonable to take account of the way in which this space is used in judging its adequacy. For example, if playtimes are so arranged that there are never more than thirty pupils outside at any one time, then a playground of around 300 square metres may be adequate even if the total number of pupils in the school is ninety. Usually, there should be at least 9 square metres of play space per pupil using it at any one time. For some schools in the middle of cities, it is also reasonable to take account of regular use of nearby parks, provided the journey to the park takes only a few minutes and pupils are properly supervised and safe at all times. Ideally, there should be both hard cover and grassed areas, but if there is only a grassed area that drains well and can be used

all year round, this may be adequate. Similarly, if there is only a hard play area, but use is made of nearby sports fields, this could also be sufficient.

Part B: 8 p *Expectation of the school's faith association concerning the premises and accommodation*

The expectation is that the displays around the school and the way that the building is used for worship and other activities should reflect the school's faith commitment.

Suitability of the premises and accommodation: Key Findings

Essentially, every school's premises and accommodation should enable pupils to learn effectively, safely and securely, in accordance with the school's religious ethos. Bullet points should record judgements on the school's effectiveness in this respect, and the most salient factors that underpin the judgements.

6. The provision of information

Part A: Regulations

The regulations concerning the provision of information were amended by Statutory Instrument 2008/3253 which came into force on 9 February 2009, and should be fully implemented by schools by September 2009. For the most part, the amendments simplify the regulations, though a new duty is placed on schools relating to their safeguarding policies (see below). In the amended regulations, all the information in 6(2) must be provided for parents and would normally be included in the prospectus. The information in 6(3) must be made available to parents. The regulations give this definition:

'where a school is required to "make available" information or a document, the requirement is satisfied where—

- (a) the information or a copy of the document is published on the school's internet website, where such a website exists;
- (b) the information or a copy of the document is available for inspection on the school's premises during the school day; and
- (c) the school ensures that parents of pupils, and parents of prospective pupils who request it, are made aware that the information or document is published or available and the form in which it is published or available.'

However, there is some ambiguity in this definition since it is not clear whether schools with a web-site have to do (a) and (b) and (c), or only (a) and (c). The DCSF have given the following additional guidance to inspectors: 'There has been some uncertainty about the wording of the regulations and we have, therefore, decided that schools with websites may continue to either send parents a copy of information/documents on request or publish them on the school website. In September 2010 the standards regulations will be revised to take account of the new management and leadership standards and some of the recommendations made in the Singleton report and we will take the opportunity of clearing the uncertainty in

relation to making available information/documents at that time. In assessing compliance with the standards regulations inspectors should, therefore, ensure that schools with websites have informed parents of the information available and that it is made available either on the school website or by sending copies to parents on request.'

6 (4) *If the school has a website, does it publish its safeguarding policy (see paragraph 3 (2)(b) of the Regulations) on it; or, if it has not got a website does it send a copy to parents and prospective parents on request?*

The school's written policy 'to safeguard and promote the welfare of children who are pupils at the school in compliance with the DCSF Guidance "Safeguarding children and safer recruitment in education 2007"' is treated differently in the Regulations from all other policies. If the school has a website, it must be published on it. If there is no website, then it is not sufficient just to make the policy available for inspection during the school day: it must be sent to any parent or prospective parent who requests it. For further guidance on the policy see pages 12 and 13.

Part B: 8 q, r, s t and u *Expectations of the school's faith association concerning the provision of information*

The expectations are that schools are open, honest and up-front about their faith commitment. They should work closely in partnership with parents, especially in matters of faith, encouragement and discipline.

Provision of information: Key Findings

Essentially, every school is required to provide clear, accurate and up-to-date information to parents and prospective parents, that reflect its faith commitment, and to inspectors and the DCSF on request. Bullet points should record judgements on the school's effectiveness in this respect, and the most salient factors that underpin the judgements.

7. The effectiveness of the school's procedures for handling complaints

Part A: Regulations

Statutory Instrument 2008/3253 made some minor amendments to the Regulations in this section. Schools are now required not just to have a complaints procedure but to 'draw up and implement effectively a complaints procedure' which they make available to parents in the way described on page 28. Regulation 7 (i) is slightly different from before and 'provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is—

- (i) sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about; and
- (ii) available for inspection on the school premises by the proprietor and the head teacher.'

Part B: 8 v *Expectation of the school's faith association concerning the handling of complaints*

The school is expected to approach the matter of parental complaints, to write its procedures and to put them into practice in a manner that demonstrates the faith values that underpin all aspects of the school's work.

Procedure for handling complaints: Key Findings

Essentially, every school should have a clear, written and fair complaints procedure, that reflects its religious values. Bullet points should record judgements on the school's effectiveness in this respect, and the most salient factors that underpin the judgements.

Regulations not met

For each regulation that has not been met, there should be a brief summary of the evidence that shows that the regulation is not being met and a clear, but not over-detailed or unduly prescriptive, statement of what the school needs to do in order to meet it. All statements must be related specifically to individual regulations.

Inspection Judgements: Criteria

Inspectors should use a 'best fit' approach when making judgements.

Judgements about the quality of the curriculum

Outstanding	<p>The curriculum and other activities are at least good in all or nearly all respects and are exemplary in significant elements. The curriculum is directly relevant to pupils' needs and enables them to make exceptionally good progress, particularly in their key skills. Pupils receive well-judged advice and every assistance to make important choices and to prepare very well for the next stage in their lives. Schemes of work show plans to challenge the most able as well as to support those with special needs, and there is clear progression in the activities planned for year groups. There is a rich and varied programme of extra-curricular activities, off-site visits and visiting speakers to the school, including an evening and weekend programme, where relevant, for boarders. The impact of the wider curriculum is that pupils are helped to become well-rounded individuals, knowledgeable about a wide range of issues, and are able to develop and pursue new interests to a high level.</p>
Good	<p>The great majority of pupils make good progress, are well served by the curriculum and no group is ill-matched to what is provided. There is good provision for key skills. Pupils have many opportunities to contribute to and take on responsibilities in the school or wider community. The curriculum provides opportunities for all pupils, including those with learning difficulties and/or disabilities, and those who are vulnerable, to progress and develop well. Progression routes are clear and well established. Pupils are well prepared for their future economic well-being, and in secondary schools there may be a strong work-related dimension. Education for personal, social and health education is good, as are the opportunities for enrichment, which are varied, have a good take up and are enjoyed by most pupils.</p>
Satisfactory	<p>The curriculum is inadequate in no major respects, and may be good in some respects. Planning is sufficiently detailed to provide pupils with experiences in a broad range of areas of learning as well as their personal and social development. It takes account of pupils' individual needs and ages and enables them to make at least satisfactory progress in their learning and acquisition of basic skills. Satisfactory arrangements are in place for pupils to receive the guidance and experiences they need to prepare them for moving to the next stage in their education or working life.</p>

Inadequate	The curriculum is inadequately matched to pupils' needs, interests and aspirations and they do not therefore progress as well as they could. This shows itself in the disaffection displayed by pupils. There is weak provision for key skills. There is inadequate provision for education in personal, social and health education. There is no clear indication of progression in the activities planned for succeeding year groups. The school has a limited range of enrichment activities available. Pupils' capacity for their future economic well-being is not adequately developed.
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The quality of teaching and assessment

Outstanding	All the criteria for 'good' are met and teaching is at least good in all respects and is exemplary in significant elements. The teaching engenders an infectious enthusiasm and enjoyment of learning among the pupils. A range of teaching methodologies and resources are used to stimulate interest, promote creativity and encourage pupils to think and learn independently. Planning is based upon a thorough knowledge of pupils' attainments and their strengths and weaknesses. Excellent subject knowledge and understanding of the demands of public examinations, where appropriate, ensures that pupils are very well prepared to take these and any entrance requirements for their next phase of education. As a result, pupils thrive and make exceptionally good progress. Assessment records and reports are focused, detailed and clearly indicate the amount of progress made.
Good	Pupils make good progress and show good attitudes to their work, as a result of effective teaching. Planning for lessons is derived from longer term planning which demonstrates clearly how pupils are expected to progress in their knowledge, skills and understanding. The teachers' good subject knowledge lends confidence to their teaching styles and resources, which engage pupils and encourage them to work well independently. Any unsatisfactory behaviour is managed effectively. The level of challenge stretches without inhibiting. Based upon accurate assessment that informs pupils how to improve, work is tailored to the range of pupils' needs, so that all can succeed. Teaching assistants and other classroom helpers, and resources, are well deployed to support learning. Those with additional learning needs have work well matched to their needs based upon a good understanding and identification of them.
Satisfactory	Teaching is inadequate in no major respect, and may be good in some respects, enabling pupils to enjoy their education and make satisfactory progress. Planning results in activities and use of resources which are suitably matched to most pupils' ages, prior attainment and individual needs. Pupils' work is assessed regularly so that their progress can be monitored and their work

	adapted as necessary. The teaching encourages pupils to behave responsibly.
Inadequate	Pupils generally, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory. Pupils do not enjoy their work. Behaviour is sometimes inappropriate as a direct result of poor classroom management or a lack of stimulating tasks. Teachers' knowledge of the curriculum and the course requirements are inadequate, and the level of challenge is often wrongly pitched. The teaching methods used do not sufficiently engage and encourage the pupils. Not enough independent learning takes place or pupils are excessively passive. Assessment is not frequent or accurate enough to monitor pupils' progress, so teachers do not have a clear enough understanding of pupils' needs. Pupils do not know how to improve. Teaching assistants, resources, and parents/carers are inadequately utilised to support pupils.

How well pupils make progress in their learning

Outstanding	Progress is at least good in all or nearly all respects and is exemplary in significant aspects of pupils' work. Each pupil achieves very well against the targets set for them both in the short and long term.
Good	Pupils achieve well against challenging targets which are based on their capability and starting points. Most pupils, including those with learning difficulties and/or disabilities and others who are vulnerable, make at least good progress and some may make very good progress. Pupils are gaining knowledge, skills and understanding at a good rate across all key stages.
Satisfactory	Pupils' progress is inadequate in no major respect, and may be good in some respects. Pupils make satisfactory gains in their learning over time when set against their starting points.
Inadequate	A significant number of pupils do not have targets set for them or those which are set are not adequately challenging. As a result considerable numbers of pupils underachieve, or particular groups of pupils underachieve significantly. The pace of learning is insufficient for pupils to make satisfactory gains in knowledge, skills and understanding, especially in core subjects. Overall, pupils do not achieve well enough when set against their capability and starting points.

The provision for pupils' spiritual, moral, social and cultural development (and its impact on personal development)

<p>Outstanding</p>	<p>Pupils' personal development and spiritual, moral, social and cultural development is at least good in all respects and is exemplary in significant elements. Their attitude to school is exceptionally positive as shown in their high levels of attendance and willingness to participate in lessons and the broader range of school activities. They are courteous to others and proud of their contribution to the school and the wider community. Every care has been taken to provide each pupil with an opportunity to find something they can excel at. Their growing self-confidence is demonstrated in their willingness to use their initiative, to take responsibility and to make decisions about their future.</p>
<p>Good</p>	<p>Pupils' overall spiritual, moral, social and cultural development is good, and no element of it is unsatisfactory. The pupils enjoy school a good deal, as demonstrated by their considerate behaviour, positive attitudes and regular attendance. They develop a commitment to racial equality. They make good overall progress in developing the personal qualities that will enable them to contribute effectively to the community and eventually to transfer to working roles and adult life</p>
<p>Satisfactory</p>	<p>Pupils' personal development and spiritual, moral, social and cultural development is inadequate in no major respect, and may be good in some respects. Pupils make satisfactory gains in their spiritual, moral, social and cultural development. Most enjoy school and attend regularly. Most accept responsibility for their own behaviour and show consideration for others. Pupils demonstrate a growing awareness of how they can contribute to community life. They know about, and respect their own and other cultures. They are developing a basic knowledge of public institutions and services in England.</p>
<p>Inadequate</p>	<p>Pupils' overall spiritual, moral, social and cultural development is unsatisfactory. Pupils generally, or significant groups of them, are disaffected and do not enjoy their education, as shown by their unsatisfactory attitudes, behaviour and/or attendance. Pupils do not engage readily with the community. Too many pupils have poor attendance, are excluded or drop out, and the school makes inadequate attempts to re-engage them.</p>

The provision for pupils' welfare, health and safety (and its impact on their well-being)

<p>Outstanding</p>	<p>Pupils are exceptionally well cared for. Provision for safeguarding pupils is of a very high standard. It meets all the criteria for 'good' provision and is significantly better in many respects. Robust policies and procedures have been established to promote the welfare, health and safety of all pupils at all times. These comply fully with government legislation and guidance and are thoroughly and consistently implemented and regularly monitored. Staff have a clear understanding of their responsibilities and commonly undertake a broad range of training to keep up to date. The pupils routinely enjoy healthy lifestyles and confidently adopt practices which ensure their own safety. The school is an inclusive community in which they all feel safe and valued. Pupils have made strong friendships: they appear happy and open in their relationships and no child is isolated or left out. Parents have confidence in the school's procedures for welfare, health and safety. Boarders form a happy and thriving community and report that they have made strong friendships. The school has taken seriously its duty under Disability Discrimination Act (DDA) and has made, or planned, thoughtful improvements to its provision.</p>
<p>Good</p>	<p>Good quality care for pupils is seen in the high level of commitment of staff and their competence in promoting their health and safety. Arrangements for the safeguarding of pupils are robust and regularly reviewed, and risk assessments are carefully attended to. Any pupils at risk are identified early and effective arrangements are put in place to keep them engaged. Pupils are well supervised in school and on trips. Instances of bullying and other forms of harassment are rare, and the school deals with any that do occur swiftly and effectively. Arrangements to promote good behaviour are very effective and result in a calm environment for learning. Most pupils are keen to achieve healthy lifestyles and to keep safe. The school works well with parents and other agencies to ensure that pupils are kept safe.</p>
<p>Satisfactory</p>	<p>The welfare, health and safety of pupils are inadequate in no major respect, and may be good in some respects. The school cares for its pupils, as seen in the attention given to promoting their well-being and enjoyment of school. The essential policies and procedures have been established in line with legislation and guidance and their implementation is generally satisfactory. Any bullying is dealt with appropriately. The majority of pupils are aware of the importance of adopting healthy lifestyles and keeping safe, and take some steps towards achieving this. If safeguarding arrangements concerning the suitability of proprietor and staff (standard 4) are inadequate, then overall welfare, health and safety cannot be satisfactory.</p>

Inadequate	<p>The school does not provide adequate care for its pupils. As a result pupils are at risk. Pupils report that they feel at risk from bullying. Arrangements for the safeguarding and supervision of pupils are inadequate. The school's systems are too weak, or staff are inadequately trained or vigilant, to safeguard or promote pupils' safety and health. Arrangements for ensuring the suitability of proprietor and staff to work with children are not sufficiently robust. The school fails to promote good behaviour amongst its pupils and does not keep appropriate records. There are significant health and safety hazards in the school. The school does not meet the requirements of the DDA.</p>
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