

This is for reference only. The ISI Framework must be referred to in full throughout the inspection process.

Section 1: Leadership, and management and governance

Active promotion of pupils' wellbeing

Appropriate knowledge and skills

Responsibilities fulfilled effectively

Delivery of schools' aims and ethos

Policies effectively implemented

Provision of information

Links with other agencies

Understanding and management of risk

Complaints handling

Take effective action where necessary

Governance assures that standards are met

Equality Act requirements

= standards are met consistently

Section 2: Education, training and recreation

Curriculum areas/focus

- Linguistic
- Mathematical
- Scientific
- Technological
- Aesthetic and creative
- Speaking, listening, literacy and numeracy

Appropriate to ages, aptitudes, equip pupils for future lives

Teaching enables good progress, does not discriminate, develops skills

Does not undermine FBV

Assessment framework

Well planned lessons

- Effective methodology
- Pupils acquire knowledge and skills, apply effort, act responsibly and are self-motivated
- Good-quality resources

Pupils with SEND are identified and needs met

EYFS communication and language needs met

Performance shared with parents

Programme of recreation activities develops range of skills

Section 3: Physical and mental health, and emotional wellbeing

Curriculum areas /focus

- Encourages mutual respect – protected characteristics
- Spiritual and moral understanding
- Develops self-knowledge, self-esteem and self-confidence
- Physical education
- Personal and health education

RSE

Behaviour

Anti-bullying strategy

Premises and accommodation

Supervision

Admission and attendance

Health and safety

First aid

Boarding requirements

Prefect system gives appropriate duties and responsibilities

Appropriate program of activities for those below school age to promote development

Section 4: Social and economic wellbeing and contribution to society

Curriculum areas /focus

- Human, social and economic
- Encourages mutual respect – protected characteristics
- Actively promotes FBV
- Social and cultural

Reflects schools' aims and ethos

Careers guidance

Preparation for life in British society

Active promotion of principles – right from wrong

Accept responsibility

School's locality

Respect for

- Law, institutions and services
- Other cultures
- Democracy

Appropriate program of activities for those below school age to promote social development

Balanced perspective presented on political issues