ISI Independent Schools Inspectorate

Handbook for the inspection of association independent schools, including residential (boarding) schools and early years settings

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Inspections are carried out under section 109 of the Education and Skills Act 2008, under the Children Act 1989 and the Childcare Act 2006

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Introduction

1. The schools that the Independent Schools Inspectorate (ISI) inspects are independent of government and exercise their independence in the choices proprietors and leaders make to educate their pupils. However, all independent schools must also meet the Independent School Standards (ISSR) and, where applicable, the National Minimum Standards for boarding schools (NMS for boarding schools) and Early Years Foundation Stage requirements. Collectively, these, and any other standards that may be applicable to the schools inspected by ISI, are referred to throughout the document as 'the Standards'.

2. It is the duty of the proprietor (to include those with governance responsibility) to ensure that persons with leadership and management responsibilities at the school:

   (a) demonstrate good skills and knowledge appropriate to their role so that the Standards are met consistently;
   (b) fulfil their responsibilities effectively so that the Standards are met consistently; and
   (c) actively promote the wellbeing of pupils.

   ISI inspections evaluate and report publicly on the extent to which each school meets the Standards.

3. The Department for Education (DfE) publishes advice to schools to help the proprietors and leaders understand the Standards: The Independent School Standards Guidance for Independent Schools (DfE: 2026). As this guidance says, 'The approach behind the standards is to focus on required outcomes. It is not the intention to tell schools how to govern or manage themselves – i.e. about how they are to go about achieving the required outcomes.'

4. ISI echoes this approach on inspection. There is no preferred way by which ISI expects schools to meet any of the relevant Standards, and ISI does not think that there is a best way of doing things in schools. However, ISI inspectors may flag the existence of resources that schools may find helpful to consider, particularly if those resources are advice and guidance published or referred to by the DfE.

5. The DfE has also issued guidance for schools which outlines the usual processes the DfE will follow if a school fails to meet the Standards: Independent Schools: Regulatory and Enforcement Action Policy Statement. Ultimately, failure to meet the Standards can lead to de-registration of a school.

6. This handbook lays out for inspectors the methodology of inspections carried out by the Independent Schools Inspectorate (ISI). It provides guidance to inspectors in conducting routine inspections under the Framework for the inspection of association independent schools ('the ISI Framework') from September 2023. This handbook is available to schools and other stakeholders. This is to aid understanding of ISI's approach to quality assurance and inspection.

7. This handbook is a working document and will be updated regularly. The handbook should be read in conjunction with the ISI Framework.

8. Each inspection is unique to the context of the school. This handbook does not provide a blueprint for inspection. It should be used flexibly by inspectors, depending on the context of the school being inspected. However, inspectors will adhere to the principles of inspection outlined in the ISI Framework and follow the inspection methodology set out in this handbook.

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9. ISI inspection methodology outlined in this handbook applies to all ISI inspections. However, the processes of inspections (e.g. notification, timing and duration) will be different for non-routine inspections. Therefore, this handbook does not apply in its entirety to non-routine inspections that the DfE may commission ISI to carry out. These inspections are covered under separate guidance. Non-routine inspections are additional inspections, progress monitoring inspections and material change inspections.

10. Where schools have linked early years provision that is registered with Ofsted, ISI will inspect using the guidance contained in ISI's Handbook for the inspection of Ofsted registered early years provision. Registered early years provision will usually be inspected at the same time as the ISI inspection of the linked school. The report for the registered early years provision will usually be published at the same time as the linked school inspection report.

Wellbeing

11. The ISI Framework places the existing responsibilities of the school's leadership and management and governance to actively promote the wellbeing of pupils at the centre of ISI's evaluation of the school's provision.

12. This is because Part 8 of the Standards (Quality of leadership and management of schools) places a duty on the proprietor to ensure that persons with leadership and management responsibilities at the school:

    a) demonstrate good skills and knowledge appropriate to their role so that the Standards are met consistently;
    b) fulfil their responsibilities effectively so that the Standards are met consistently; and
    c) actively promote the wellbeing of pupils.

13. The meaning of 'wellbeing' for the purposes of the Standards, and ISI's values, is defined by section 10(2) of the Children Act 2004 as relating to:

    - Pupils' physical and mental health and emotional wellbeing
    - Protection of pupils from harm and neglect
    - Pupils' education, training and recreation
    - Pupils' contribution to society
    - Pupils' social and economic wellbeing.

    Therefore, in order to meet the required leadership standard in the Standards, the proprietor, leaders and managers must actively promote these five aspects of pupils' wellbeing.

14. This approach does not place any additional responsibility on schools or introduce additional requirements that are not already contained in the Standards and associated guidance. School leaders are already required to 'actively promote the wellbeing of pupils. The definition of 'wellbeing' is clearly articulated by statute and incorporated in the Standards. Evidence of effective provision can be clearly demonstrated as stated in the ISI Framework across the many aspects of school life that are covered by the Standards.

15. There are many sources of further helpful advice and guidance on wellbeing. In exploring this complex area, ISI will pay particular regard to guidance published by the UK government, for

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example HM Treasury's Wellbeing Guidance for Appraisal: Supplementary Green Book Guidance[1], which identifies ten dimensions of wellbeing (with the relevant sections of the ISI Framework in brackets):

Personal wellbeing (Section 3)	Where we live (Section 4)
Health (Section 3)	Personal finances (Section 4)
Relationships (Section 3)	Governance (Section 1)
Environment (Section 4)	Economy (Section 4)
What we do (Section 4)	Education and Skills (Section 2)

School culture: three levels approach

16. ISI's careful consideration of pupil survey responses gathered on a range of inspections suggests that there are different 'levels' of school culture, which may be experienced at the same time within a school:

Level 1: The positive outward face of the school community. Governors, leadership, staff, pupils and parents highlight the many positive aspects of the school. This wholly positive aspect of the school is evident for example on the school's website, documentation, displays and performances, prize giving, open day/evening presentations and tours.

Level 2: The day-to-day experience of the school community – issues arise but these are mostly dealt with appropriately. Survey responses are generally positive and most pupils agree with positive statements about the school.

Level 3: Some members of the school community (and this may be a small number) are impacted by negative and damaging behaviours and attitudes such as racism, misogyny and bullying. Experiences may be 'secret and separate', and evidence may be harder to see. This aspect of school life may be hidden from view and requires very effective mechanisms in place for hearing from pupils and staff. Evidence may be located in the detail in the safeguarding, behaviour, bullying and complaints logs. It may be found in the small negative percentages in surveys and negative comments included among a larger number of positive comments. Deep listening and noticing are required to access this level.

17. This approach to the consideration of various levels of school culture may support adapting existing risk strategies as necessary to identify and manage the risk to pupils' wellbeing of pupils experiencing harmful behaviours and attitudes. In some cases, these risks may be harder to spot, and less obvious to existing risk mitigation strategies. Inspectors will be interested to hear from school leaders how they enable pupils' voices which may be harder to hear, so that they can ensure that appropriate strategies are in place to support these pupils.

18. Where inspectors evaluate that school staff are failing to prevent bullying related to protected characteristics[2] or that leaders and/or staff are allowing a hostile culture, this is likely to result in unmet Standards, including ISSR paragraph 3(j) (which requires that the proprietor ensures that the teaching at the school does not discriminate against pupils contrary to Part 6 of the Equality Act 2010) and ISSR paragraph 5(b)(vi) (which provides that the standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor ensures that principles are

[1] HM Treasury's Wellbeing Guidance for Appraisal: Supplementary Green Book Guidance July 2021
[2] The protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010.

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actively promoted which encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act).

ISI inspection methodology

Manageability	Collaboration	Triangulation and typicality	Proportionality

19. The ISI Framework lays out the overarching principles of ISI's approach to inspection. In applying these principles, inspectors pay due regard to the foundations of inspection methodology.

Manageability of the inspection
Collaborative working with school leaders
Triangulation and typicality of evidence
Proportionality in reaching judgements

The manageability of inspection

20. Inspectors must be mindful of the impact of inspections on the workload of leaders and staff in schools. Inspectors must be sensitive to this at all stages of the inspection. The work of inspectors should not unduly disrupt the usual day-to-day running of the school.

Inspectors will act with professionalism and sensitivity at all times in line with the inspector code of conduct. If the reporting inspector becomes aware of staff undergoing exceptional stress during an inspection they should call a member of the duty team for advice.

If a member of school staff is undergoing exceptional stress during an inspection, they should let the reporting inspector know as quickly as possible. The reporting inspector will take advice from a senior member of ISI staff about the situation. If staff do not feel able to speak to the reporting inspector, they should telephone ISI on 0207 600 0100, explain that their school is currently being inspected and they are concerned for the headteacher's/their own wellbeing and ask to speak to a senior member of staff directly. The senior member of staff at ISI will listen carefully. Having discussed with the DfE, if possible, ISI will advise on the most appropriate way forward. If possible, school staff should let someone at the school know about their concern, and the proprietor/chair of governors.

21. Inspectors will not expect or request leaders or staff to produce documentation specifically for inspection, prior to, or during onsite inspection. Inspectors will review the information that leaders and staff use in the school's chosen format. Paragraph 81 of this document lists the information that schools are requested to make available to inspectors at the start of the onsite inspection.

22. Inspectors will not expect school staff to collate samples of books or pupils' work in advance of inspection. Inspectors will view pupils' work in whatever form it is held (including digitally). Inspectors will view pupils' work with them and with members of staff where appropriate.

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Inspectors will not ask schools to make copies of work that is held digitally. Inspectors may request that a member of staff is available to help navigate a school's electronic systems, for example to review samples of pupils' work.

23. Inspectors may request to see and/or discuss specific examples of files or records in order to evaluate typical day-to-day practice at the school. Inspectors will evaluate how the examples demonstrate the positive impact for pupils of decisions leaders have made in relevant areas. Inspectors will make clear to leaders that they should not prepare or have prepared written case studies specifically for the inspection. Any such preparation does not align with the principle of manageability of inspection and is therefore unlikely to be seen by inspectors as typical of the school's provision.

24. School leaders may suggest suitable times for inspection discussions, for example, with staff, the proprietor(s)/those responsible for governance or pupils. Inspectors will endeavour to accommodate these suggestions to minimise disruption to the school day.

Collaboration with the school

25. Inspectors will, wherever possible and appropriate, work collaboratively with the proprietors, school leaders and staff to ensure the smooth running of the inspection and effective evidence gathering.

26. The reporting inspector will liaise regularly throughout the inspection with the headteacher, or their designated senior leader, keeping them informed of emerging evidence and to amend the inspection plan, as required. Reporting inspectors will provide school leaders with the opportunity to signpost any additional evidence that may be relevant to the emerging judgements. These regular keeping-in-touch meetings will also provide opportunities for the headteacher to raise any concerns including about the conduct of inspection. The reporting inspector will raise any serious emerging issues, which indicate one or more of the Standards may be unmet, with the headteacher at the earliest opportunity. However, the reporting inspector will make clear to the headteacher that final judgements can only be reached when all the inspection evidence has been reviewed. All judgements are provisional until report publication. A member of the inspection team will usually accompany the reporting inspector in keeping-in-touch meetings. The team member will note the meeting on an inspection activity form as part of the inspection evidence base. The reporting inspector will also make clear to the headteacher that they may have a colleague with them during these meetings.

27. Reporting inspectors will offer school leaders the opportunity to be involved in some inspection activities. These will include reviewing pupils' work, joint lesson walks, discussion of examples of existing records and evidence, and tours of the school premises to consider related Standards.

28. Joint inspection activities are helpful to inspectors when school leaders can provide context for the evidence that inspectors are recording and evaluating. These activities may also be helpful to school leaders in enabling them to understand how inspectors evaluate evidence and reach judgements.

29. The reporting inspector will determine which inspection activities are appropriate for school leaders to be involved in. The role of the school leader is to provide context for the evidence and not to influence inspectors' evaluation of the evidence.

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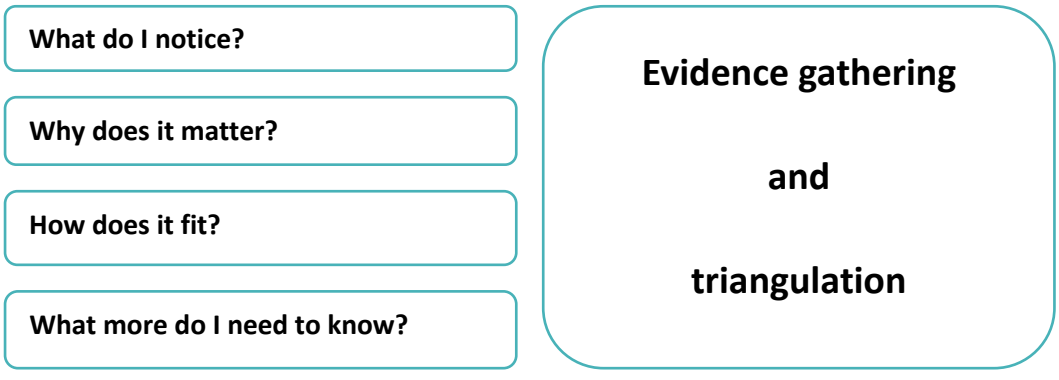
Triangulation and typicality of evidence

30. Triangulation is the process inspectors use to contextualise and test inspection evidence. Inspectors will look for connected sources of evidence, wherever this is available, to reach valid and reliable judgements.

31. Inspectors gather evidence from a wide range of sources. These include: discussions with school leaders, staff and pupils; information from the inspection surveys for pupils, parents and staff; first-hand observations; scrutiny of documentation and school records. Where pupils have special educational needs and/or disabilities (SEND), schools should ensure that prior to discussions with the pupils concerned, inspectors are aware of the nature of their needs and appropriate steps are taken to ensure that the pupils are prepared for the discussion.

32. Inspectors will consider what they are seeing, reading and hearing; why it is important and how it relates to the Standards; how it relates to other evidence; and what further evidence inspectors need to gather.



33. Inspectors will want to see the school operating as it usually does, to evaluate what is typically experienced by pupils. Inspectors may include in the report examples of provision they observe during the onsite inspection, but only where such examples are confirmed by inspectors as typical. This is particularly important when reporting the quality of teaching and learning and the behaviour of pupils.

34. Inspectors will confirm the typicality of what they are seeing, hearing and reading by considering connected evidence (triangulation) including through:

- discussions with leaders, staff and pupils
- review of school records
- review of pupils' work over time
- observations around the school site.

35. Inspectors may not expect, request or encourage school leaders to reorganise the curriculum timetable for pupils during inspections. Lessons and activities for pupils should go ahead as planned, including any off-site visits or pre-arranged visitors. Inspectors will adapt their inspection plans to ensure they gather the necessary evidence. Where inspectors are not able to see teaching in any particular curriculum area, they will seek evidence of teaching and learning from other sources, for instance by speaking with pupils and staff and by reviewing pupils' work.

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Proportionality

36. When judging the extent to which a school meets the Standards, inspectors will exercise their professional judgement. They will consider the reasonableness of leaders' decision-making and the impact of those decisions on pupils' learning, experience and safety.

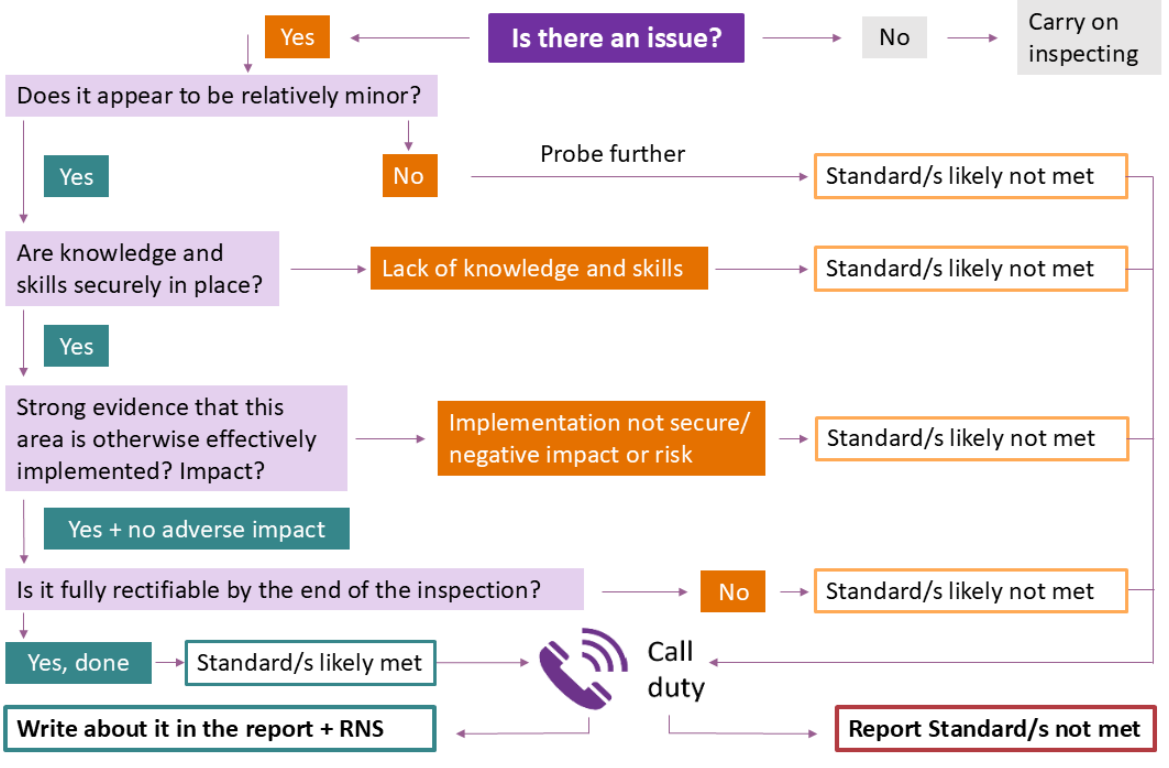
37. Where there is a relative weakness or minor error, inspectors will consider whether that weakness amounts to a failure to meet one or more of the Standards. The scale and impact of any weaknesses or errors will be taken into consideration by inspectors.

38. If inspectors find that the relative weakness does not indicate a systemic failure and the relative weakness can easily be rectified in a school's processes and/or provision, inspectors will take a proportionate approach.

39. This will be reflected in the text of the inspection report and will lead to a recommended next step in the inspection report.

40. Where school leaders make amendments to the school's policies, processes or provision during inspections, inspectors will consider the scale and impact of such amendments and consider their impact on inspection judgements. Inspectors may conclude that changes in a policy document made by school leaders during the course of an inspection are unlikely to be able to be demonstrated as effectively implemented by leaders.

41. Weaknesses or errors which are indicative of systemic failings in the school's processes and/or provision will lead to a judgement that the relevant Standards are unmet. Systemic failings include decision-making by leaders based on a lack of understanding of what is required to meet the Standards, or an inability or reluctance to do what is required.



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Conducting inspections

The timing and duration of inspections and the inspection team

42. The DfE determines how frequently independent schools are inspected. The DfE directs ISI to conduct routine inspections of schools typically once every three years. However, the DfE may request that ISI bring forward the timing of a routine inspection. The DfE may also request that ISI carry out non-routine inspections at any time and at short notice or with no notice.

43. Routine inspections are usually scheduled for two and a half days and will begin at 12:00 on the first day of the onsite inspection. Inspectors may not arrive at the school earlier than 11:15 on this day. Inspectors will usually leave the school by 18:00 on each day of inspection, although in some instances inspectors may be onsite for longer than this, for instance to observe elements of boarding provision.[3] On the final afternoon of the inspection, the inspection plan will allow sufficient time for the final team triangulation meeting when inspectors will reach the provisional inspection judgements and draw together the feedback to school leaders, proprietors and/or governors.

44. The size of the inspection team is determined by the size of the school (the number of pupils on roll) and the context of the school. The inspection is led by a reporting inspector and, in most cases, a minimum of two team inspectors. All members of the inspection team will usually attend for the duration of the inspection.

45. The shadow inspector role is to observe the inspection. The shadow inspector will not contribute to the evaluation of the evidence or the judgements made by the inspection team. The shadow inspector may attend meetings and take notes.

46. Inspections may be monitored for quality assurance purposes. The role of the monitor is to ensure that the inspection team adheres to ISI's inspection methodology and inspection principles. The monitor may ask questions for clarification during meetings with leaders and staff to assure themselves that appropriate evidence is considered by the inspection team. The monitor will support and challenge the inspection team to ensure that the evidence base is robust and supports the provisional judgements reached by the team.

47. ISI may schedule aligned inspections of linked schools, particularly when schools share the same senior leadership team and proprietors. Where linked schools are inspected at the same time, reporting inspectors will liaise with each other and senior leaders to manage the inspection to minimise disruption and to align inspection activities where appropriate.

Declarations of conflicts of interest

48. All inspectors must regularly update on ISI's inspector portal any declarations of close personal or business relationships with or financial interest in any schools, including groups of schools in

[3] On rare occasions, ISI may deem an inspection incomplete following the onsite inspection, for example if an inspection has been paused or additional evidence gathering is necessary. In such cases, ISI will follow the ISI protocol for gathering additional evidence.

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common ownership, inspected by ISI which might give rise to a conflict, or perceived conflict, of interest.

49. By accepting an invitation to inspect a school for ISI, inspectors warrant that, in the period of six years before the date of the inspection, they have not governed, worked at (including as a consultant), sought employment or engagement at, or given advice to the school or college which they are invited to inspect.

50. Inspectors will not routinely inspect a school that they previously inspected. However, there may be valid reasons for this at the discretion of ISI.

51. If a conflict of interest becomes apparent at any stage prior to, or during an inspection, inspectors must contact the ISI office immediately.

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The code of conduct for inspectors and guidance for schools

52. Inspectors must adhere to the code of conduct. Inspectors are required to uphold the highest professional standards in relation to all who are involved in the process of inspection, before during and after the inspection. If any member of an inspection team wishes to raise a concern about an aspect of inspection, they should speak to the reporting inspector in the first instance. If this is not possible or if the inspector would prefer to speak to a senior member of staff at ISI, they should telephone ISI on 020 7600 0100.

53. Inspectors will:

- act in the best interests of the pupils at the inspected school and prioritise the safeguarding and welfare of children at all times
- uphold ISI's values at all times and evaluate objectively in line with ISI's frameworks and regulatory requirements
- refrain at all times from any behaviour which might bring ISI into disrepute
- use their ISI inspector designation only in relation to their inspection work for ISI, unless previously agreed with ISI senior staff
- maintain up-to-date knowledge of ISI's inspection frameworks, handbook, policies and practice and associated regulatory requirements and guidance
- maintain strict confidentiality about the identity of the school to be inspected, the timing and scheduling of inspections and not divulge any information about the inspection (including but not limited to the region, the type of school or any identifying features) other than the fact they are going to be deployed at that time
- declare all actual and perceived conflicts of interest and have no real or perceived connection with the inspected school prior to or following inspection, which could undermine the integrity of the inspection
- act promptly and in line with ISI guidance on any safeguarding or health and safety issues that may arise on inspection
- work with professionalism, sensitivity and integrity, treating all with respect and courtesy
- liaise immediately with senior staff at ISI if inspectors become aware that school staff are experiencing exceptional stress
- follow requirements and good practice in relation to the secure management of information
- be mindful of the additional workload that inspection can create, be sensitive to the needs of school staff and take reasonable steps to prevent undue anxiety and stress
- avoid any requests or suggestions that may cause undue disruption to business as usual for the school
- communicate regularly and productively with school leaders, keep them informed of emerging findings and judgements clearly and honestly
- evaluate the work of the school objectively and impartially supported by clear and secure evidence
- report fairly and without favour ensuring that judgements are reliable
- respect the confidentiality of inspection evidence and judgements
- wear their ISI inspector identification badge at all times when on school premises.

54. ISI sets out guidance for schools in order to facilitate a professional working relationship. Inspectors must be familiar with the guidance. Inspectors should refer school leaders to the guidance during

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the first telephone call following notification.

55. ISI expects that school leaders and staff will:

- treat inspectors with professionalism, respect, courtesy and candour
- engage in an open and honest way with inspectors and work with them to facilitate the inspection process
- ensure any inspection surveys, or other communications with parents, staff and pupils requested by the reporting inspector, are sent out promptly
- provide access to evidence that will enable inspectors to evaluate the work of the school fairly and reliably
- facilitate necessary meetings with the proprietors, leaders, staff and pupils
- work with inspectors to minimise disruption to the normal working school day
- work with inspectors to minimise anxiety, stress or additional workload for staff
- ensure the health and safety of inspectors while on school premises
- maintain regular and productive communication with inspectors
- raise any concerns promptly with the reporting inspector
- respect the confidentiality of information about the inspection and inspectors.

Managing safeguarding concerns that arise on inspection

56. If inspectors observe, hear or receive information which causes them concern about the safety or wellbeing of a pupil, they should act immediately to ensure the safety of the pupil. Inspectors will follow the school's safeguarding and/or child protection policy. Concerns will normally be reported to the appropriate person within the school for child protection procedures to be implemented according to the disclosure, concern or allegation made, and external agencies will be informed directly if required. Inspectors will not directly investigate safeguarding concerns as this is the role of other agencies. However, inspectors must record that a disclosure has been made, a summary of the disclosure and how this has been followed up by school leaders. Team inspectors must ensure that the reporting inspector is informed that a disclosure has been made and reported to the DSL in line with the school's procedures, while maintaining appropriate confidentiality

57. If a pupil raises safeguarding concerns, inspectors should listen to what they are being told, take notes, and avoid promising confidentiality or asking leading questions. They must not communicate with the person who is the subject of the allegation or suspicion or investigate the matter themselves.

Managing sensitive or personal information

58. All information relating to inspection is highly confidential and may not be shared beyond those directly involved in the inspection or the quality assurance and complaints processes. Inspectors must ensure that the information relating to the timing of an inspection, prior to the notification to the school, is held in strict confidence. Inspectors must also ensure that the provisional outcome of an inspection, prior to report publication, is held in strict confidence.

59. Inspectors view and record sensitive information provided by schools. Schools are not required to anonymise information for inspectors. Inspectors may review personal information during the onsite

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inspection such as the names of pupils in registers or in records or files, and the names of staff in their files. Inspectors may make notes of such information. Inspectors may not record the names of pupils or adults and may not take copies of documents that include names without redaction. There may be, by exception only, occasions when names must be recorded as directed by senior leaders at ISI.

60. Inspectors will record the information they need to gather and evaluate evidence to make judgements. Inspectors must not record the names of individuals. Inspectors will record the title or role of individuals involved in inspection activities.

61. During the inspection, inspectors must take care to preserve confidentiality and to protect the privacy of the pupils and staff including by:

- ensuring that confidential discussions cannot be overheard
- keeping confidential information safe and refraining from removing confidential information from the school
- locking laptops with password protection and avoiding using data storage devices (any devices used must be password protected)
- being aware that some pupils may not want to be involved in the inspection and making clear that pupils' participation in discussions is voluntary
- ensuring that inspectors are aware of any additional needs a pupil may have, their preferred means of communication and any support that they may require
- explaining to pupils that inspectors will not share any comments that may identify them, unless individuals are at risk of harm.

62. All information must be managed securely and uploaded to ISI secure systems immediately following the inspection. Once the evidence has been uploaded to ISI systems, inspectors are not permitted to hold inspection information on their personal devices under any circumstances. Inspection information must be removed from inspectors' personal devices no later than four days following the end of the onsite inspection.

63. Inspectors use the inspection virtual team room on ISI's portal to communicate with other members of the inspection team and to transfer any documentation. The reporting inspector will provide and receive information to and from the school via the virtual team room. Inspectors must not use email to transfer sensitive information regarding inspections. Inspectors must do all they can to reduce the use of email for inspection matters.

64. Inspectors must be familiar with ISI's data protection policy and ISI's personal data breach policy and refer to these policies if they suspect a security or data breach has occurred.

Preparing for inspection

65. All inspectors must have deep knowledge and understanding of:

- The ISI Framework. This framework provides school leaders with a clear structure to demonstrate and articulate how they fulfil their existing responsibility to ensure that the Standards[1] are met.
- The ISI Inspection Handbook

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- The Independent School Standards Guidance for Independent Schools
- Keeping Children Safe in Education and Working Together to Safeguard Children
- The NMS for Boarding Schools
- All statutory guidance and non-statutory guidance for Independent Schools

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66. The reporting inspector will review pre-inspection information, prior to the inspection notification to the school, including information held by ISI and information available on the school's public website and in the public domain. Inspectors must not access the school's own protected portal in advance of the notification call to the school.

67. The reporting inspector must consider the following information when planning the onsite inspection:

- previous inspection reports which are published and maintained on the school website
- information about the context of the school held on ISI's portal
- any concerns held by the DfE and recorded on the ISI inspector portal. Those concerns received since the previous inspection must be considered when planning the inspection
- information held on Get Information About Schools including the name of the proprietor(s) and other contextual information. This information must be checked during the pre-inspection call with the headteacher
- information about the context of the school, its aims and achievements available on the school's website or held by ISI
- school policies and other information for parents available on the school's website including for attainment, safeguarding, attendance, behaviour, and relationships and sex education (where applicable) other information in the public domain, including from the results of an internet search
- any relevant safeguarding information shared with the reporting inspector following the routine pre-inspection phone call to the Local Authority Designated Officer (LADO).

68. Where the DfE holds concerns about the school which must be considered on inspection, inspectors must avoid revealing the source of any concerns provided in confidence. However, inspectors should clarify to the headteacher which area of provision that the concern relates to. Inspectors will not investigate the specific concern. They will normally consider the potential wider issues that the concern raises. Inspectors will want to assure themselves that the issues the concern raises do not indicate that any Standards are unmet. Inspectors will triangulate evidence to reach their judgements. Inspectors must clearly record evidence that they gather and evaluate evidence relating to any pre-inspection concerns. When ISI receives concerns during an inspection, these are shared with the reporting inspector and considered as part of the inspection evidence.

69. The reporting inspector will use the analysis of the pre-inspection information to shape the inspection. Importantly, inspectors will want to evaluate the evidence of leaders' decision-making and the impact of that decision-making for pupils in all areas of the ISI Framework.

70. In the days preceding notification of the inspection, the reporting inspector will convene a virtual team meeting at a time that is suitable for all members of the team to attend. The reporting inspector will:

- brief the inspection team sharing pre-inspection information

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- draw on the expertise and experience of the inspection team to allocate areas of inspection focus for each team inspector. Team inspectors with no teaching experience may not conduct lesson observations, discussions with pupils or other inspection activities related to pupils' education
- provide guidance about how to use the virtual team room on ISI's portal and explain that all communication should be made through the virtual team room and not by email
- provide guidance about how to use and complete the inspection activity forms and evaluative summaries, which must be completed following each inspection activity
- explain that the prompts provided in the inspection activity forms are provided for guidance and that all inspectors must be familiar with the contents of the inspection framework and the inspection handbook, The Statutory Framework for the Early years foundation stage as well as Keeping Children Safe in Education and Working together to safeguard children.
- share practical information including for travel
- make clear their expectations of the team and guidance on team deployment, reminding the inspection team of the code of conduct and other essential information.

71. Prior to the onsite inspection the reporting inspector will share with the inspection team a summary of any pre-inspection information that cannot be shared in full with the team, for example in relation to sensitive personal data.

Inspection notification and deferral requests

72. Most inspections are announced to the headteacher on the morning of the day before the onsite inspection is due to start. Notification calls are made by a member of the ISI delivery team. In the absence of the headteacher, the most senior member of staff at the school will be notified. The notification call will confirm the dates of the inspection and the name of the inspectors on the team. The school will be informed if the inspection will be quality assured onsite and/or if a shadow inspector is to be attached to the inspection.

73. The reporting inspector will be informed once the notification call has been completed.

74. Following the notification call, the delivery team will email the headteacher with confirmation of the inspection including the names of the inspection team members and the links to the online parent, pupil and staff surveys. The school will be asked to distribute the links to the surveys as soon as possible following the notification call.

75. The headteacher will be informed that the reporting inspector will contact them by telephone, usually within two hours of the notification call.

76. Any decision to defer an inspection is taken by the DfE. If the school wishes to request deferral of the inspection the headteacher, or their delegated senior leader, must email ISI explaining the circumstances and the reasons for the request. ISI will forward the deferral request to the DfE. The DfE will decide if the inspection should go ahead. While awaiting the DfE's decision, inspection planning will continue.

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Once the onsite inspection has started, a deferral is no longer possible. In exceptional circumstances, ISI can take the decision to pause an inspection. Either the reporting inspector or headteacher may request a pause by contacting ISI's head office. A senior member of ISI staff will consider any requests. ISI will seek the views of the headteacher when making a decision and will liaise with the DfE.

The pre-inspection calls

77. The reporting inspector's pre-inspection call to the headteacher takes place following the notification call on the day preceding the onsite inspection. It is important in establishing a positive professional relationship and sets the tone for the inspection process. When making initial contact, the reporting inspector should offer to arrange a time that is most convenient for a longer discussion. The reporting inspector will usually offer the headteacher the opportunity to have another senior leader present for the pre-inspection call.

78. The pre-inspection call will focus first on practical arrangements and will then include a discussion to understand the aims and context of the school. The reporting inspector will also clarify the information that inspectors will find helpful to see before the start of the inspection and the information that may be made available at the start of the inspection. Reporting inspectors will provide opportunities in the pre-inspection call for the headteacher to ask any questions.

79. During the pre-inspection call, the reporting inspector will clearly outline the process for raising any issues during the onsite inspection. This will confirm that raising any issues will not adversely affect any inspection outcome. On inspection, the reporting inspector will provide the headteacher with the phone number for ISI's head office (0207 600 0100). The headteacher or senior leader may phone this number to request a call back from a senior member of ISI staff during the onsite inspection. This number is provided so that the headteacher or senior leader can let ISI know if they have serious concerns that they feel unable to raise directly with the reporting inspector.

80. The content of the pre-inspection call should include:

- explanation that the virtual inspection team room will be the means of communication with the school and will enable the exchange of any documents as required
- sharing the phone number of ISI's head office, to be called should any serious issues or concerns arise on inspection which the headteacher feels they cannot raise with the reporting inspector
- confirmation that there are no conflicts of interest with any members of the inspection team from the school's perspective
- confirmation of the identity of the proprietor/s of the school, including the name of the chair of the proprietorial board is applicable.
- confirmation that the pupil, staff and parent surveys are distributed
- explanation of the pupil inspection notices and how these should be displayed in several prominent areas of the school where pupils are likely to see them
- the details of any additional provision in the school, including any registered early years provision

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- confirmation that parents and the proprietor/s are informed of the inspection. The reporting inspector will make arrangements for a suitable time to talk to the proprietor/s (as many as can be available). This discussion may take place remotely if it is not possible for the proprietor/s to visit the school at short notice
- details of the times of the school day and any extraordinary events that may be taking place during the course of the onsite inspection
- agreement for a suitable time for the inspection team to be introduced to the staff of the school
- an explanation that the reporting inspector (accompanied by an additional member of the inspection team) will hold regular keeping-in-touch (KIT) meetings with the headteacher throughout the inspection
- an explanation that, at an agreed time after 16:00 on the final day of inspection, the reporting inspector and the headteacher will have a final KIT meeting in which the reporting inspector will give a brief overview of provisional inspection findings
- an indicative time for the final feedback meeting, after 17:00 on the final day of the onsite inspection
- information about how inspectors will work with the leaders in the school, including through the regular keeping-in-touch meetings with the headteacher as well as invitations to inspection activities to be undertaken alongside leaders from the school
- reporting inspectors will remind headteachers that they can choose to have someone accompanying them when they meet with inspectors
- clarification that it will typically not be possible for inspectors to observe every teacher at the school. The reporting inspector will explain that inspectors do not require staff to prepare lesson plans for inspectors but should make available any existing curricular planning documents that are routinely used by teachers
- the opportunity for the headteacher to point out any staff sensitivities which may need to be taken into account by the inspection team
- explanation of arrangements for pupil discussions with inspectors, and that pupils are chosen randomly by inspectors. Discussions may also take place with any relevant special interest groups at the school. In co-educational schools that include secondary-aged pupils, inspectors will have discussions with some pupils in single-sex groups
- explanation of how pupils' work will be reviewed including where it is held online. The reporting inspector should explain that inspectors will, wherever possible, talk to pupils in lessons about their work as well as review pupils' work with members of staff and with pupils
- identification of suitable times to talk to school leaders, members of staff and pupils
- explanation that any draft timetable shared with the school is flexible and that amendments may be made in the light of emerging findings and the need to triangulate evidence
- arrangements for the health and safety tour of the school premises
- practical arrangements including for access to secure Wi-Fi, travel, parking, and any refreshments
- the reporting inspector will ask the school to provide a space for inspectors to use as an inspection base, where they can hold confidential discussions and work on their laptops. The reporting inspector will keep requirements for the inspection base to the minimum required. For example, there is no requirement for the school to provide a printer or any stationery products.

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Required information before the inspection begins

81. During the pre-inspection call with the school, the reporting inspector will request that the school upload the following information to the inspection virtual team room:

- details of the aims, characteristics and context of the school
- confirmation of the name of all proprietors of the school, including the name of the chair of the board
- teaching timetables that teachers use and have available
- a list of staff of the school
- details of any relevant staff absence
- the number of pupils who have special educational needs and/or disabilities (SEND) and the nature of their needs and the number of pupils with an education, health and care plan (EHC plan)
- the number of pupils who may speak English as an additional language and their level of English acquisition
- ISI's optional regulatory audit (if available), which leaders can use to record details of training, health and safety checks, and provision of information.

82. Other information that is likely to be required during the onsite inspection includes:

- plans of the school premises
- curriculum plans and schemes of work
- the school's analysis of the progress and attainment of pupils
- current self-evaluation and school development planning information (if available). There is no requirement for school leaders to present this information in a prescribed format
- any reports from external evaluation of the school
- the school's records of behaviour incidents and records of suspensions or exclusions
- records and analysis of bullying and discriminatory behaviour
- records in relation to restrictive interventions, use of reasonable force and seclusion of pupils
- the school's record of complaints
- safeguarding information including the single central record, a list of referrals to the designated person for safeguarding and to the local authority or other services and records of child-on-child sexual harassment and sexual violence.

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Gathering the views of pupils, parents and staff

83. Inspectors will consider the views of pupils, parents and staff. They will seek to triangulate the information they receive by considering connected inspection evidence.

84. ISI invites pupils, parents and staff to complete confidential pre-inspection surveys online. At the time of notification, schools are asked to circulate the unique code by email wherever possible. This allows pupils, parents and staff to access the surveys for the specific inspection. The window for survey responses to be completed closes at 8:00 p.m. on the first day of the inspection.

85. Hearing the views of pupils is an important aspect of inspection methodology and is triangulated with other inspection evidence. Inspectors will consider the views of pupils as expressed in the pupil survey responses, as well as through discussions with pupils. Inspectors will speak with pupils in lessons, around the school building and in arranged pupil discussion groups. In co-educational schools with secondary aged pupils, some of the discussions must be held in single sex groups. School leaders and staff will not be invited to join inspectors' discussions with pupils. Where pupils have special educational needs and/or disabilities, schools should ensure that prior to discussions with the pupils concerned, inspectors are aware of the nature of their needs and that appropriate steps have been taken to ensure that the pupil is prepared for the discussion. This includes asking the pupil how they would prefer to communicate, where they feel comfortable talking to inspectors and whether they would like their usual teaching assistant/teacher to be present during the discussion. Inspectors will be interested to hear from school leaders how they gather and respond to the views of pupils. Inspectors will share the headline data from the pupil survey responses with the headteacher as well as any relevant themes emerging from the free text responses. However, inspectors will ensure that any information shared with the headteacher does not compromise the confidentiality of responses.

Reaching judgements

86. The inspection team will meet at the end of each day of the inspection to discuss the emerging evidence and to consider connected evidence that needs to be gathered and evaluated. All members of the inspection team must take a full part in team triangulation meetings. Inspectors must discuss the evidence fully and provide professional challenge, where appropriate.

87. The provisional judgements reached at the end of the inspection are the corporate responsibility of the inspection team. Inspectors will carefully consider the evidence and evaluate it against the Standards and guidance. Inspectors will weigh the evidence, using their professional judgement.

88. Inspectors will reach a provisional judgement about whether Standards are met in each section of the framework. Inspectors will consider the judgement for section one (leadership and management, and governance) after reaching judgements for sections two, three, four and safeguarding. The judgements reached at the end of the inspection are subject to ISI's quality assurance processes and are provisional until the publication of the final inspection report.

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89. Inspectors' judgements must be based on their professional evaluation of the evidence and must not be influenced by the potential impact on the school, for instance when the Standards are found to be unmet.

Final keeping-in-touch meeting

90. The final KIT meeting will take place after inspectors have reached their judgements and confirmed their evaluations in their final team triangulation meeting.

91. At an agreed time after 16:00 on the final day of inspection the reporting inspector and the headteacher will have a final keeping-in-touch meeting. In this meeting, the reporting inspector will give a brief overview of provisional inspection findings. The reporting inspector will give feedback by reference to sections of the ISI inspection framework in brief summary statements.

92. The reporting inspector will share the provisional findings on the extent to which Standards are met. Where Standards are provisionally not met, the reporting inspector will provide an overview of the evidence. The reporting inspector will also share recommended next steps, and/or where Standards are not met, areas for action.

93. The proprietor or representative is invited to attend this meeting. A team inspector will also attend to take notes of the meeting. The school may bring a note taker. As a result, the total number of people present in the final KIT meeting will not exceed five.

94. The other team inspectors should remain on site during the final KIT meeting. There will be a brief final team meeting after the final KIT meeting during which the reporting inspector will thank the team and ensure that all of the evidence has been uploaded to ISI's portal.

95. The team inspectors (other than the one requested to join the final feedback meeting) will leave the school site once the final team meeting has concluded.

Table of Attendees at Final Keeping-in-Touch Meeting **Maximum of five attendees**
1. The reporting inspector 2. One team inspector or the monitor 3. The headteacher 4. The proprietor or their representative 5. A note taker for the school

Feedback meeting at conclusion of onsite inspection

96. At an agreed time after 17:00 on the final day of inspection, the reporting inspector will chair the feedback meeting. The agenda for this meeting will be:

- Thanking the school for their engagement in the inspection process

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- Sharing provisional findings of the extent to which standards are met. Where Standards are provisionally not met, a brief overview of the evidence
- Sharing recommended next steps, and/or where Standards are not met, areas for action.
- Outlining the post-inspection next steps, including:
  - the processes and indicative timelines for quality assurance and report publication
  - the factual accuracy stage
  - the availability of the complaints policy
  - the processes following inspections where one or more of the Standards are judged to be unmet
- Thanking the school for their hospitality
- Inviting any questions, at the end of the feedback.

97. At the start of the meeting, the reporting inspector will explain:

- that provisional judgements can be shared with close family, the school staff, the school's governors and proprietor, the school's association and mental health professionals. Provisional judgements should not be shared more widely at this point because they are still subject to the quality assurance process
- that the exact wording of the report will contain the detail of the evidence and will therefore differ from the oral feedback
- that all further communication must be to the ISI office and not to inspectors.

Feedback meeting attendees

98. Attendance at the feedback meeting is at the invitation of the reporting inspector. The reporting inspector will chair the meeting.

99. The feedback meeting will focus on the extent to which the Standards are met.

100. The reporting inspector will invite the headteacher and up to two other school leaders with significant responsibility to the feedback meeting. This may include members of the school's senior leadership team who have leadership responsibility for a significant section of the school, for example the head of prep. The maximum number of school leaders who can be present, including the headteacher, is three. One of these leaders should be appointed note taker if the school wishes to do so.

101. The reporting inspector will invite the proprietor or their representative. This will usually be the proprietor, the chair of the board (or chair of governors). The proprietor may choose one other trustee/governor to attend. Therefore, in total, two people may attend the meeting as governors/trustees.

102. The reporting inspector and a team inspector will attend. Any monitoring or shadowing reporting inspector will also attend. Unless there are people attending under the sub-paragraph following, the maximum number of inspectors attending the final feedback meeting will be four.

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103. The Chief Inspector or her representative may attend. A representative from the Department for Education may attend.

Table of Attendees at Final Feedback Meeting
1. The reporting inspector 2. One team inspector 3. Any monitoring inspector on the inspection 4. Any shadow reporting inspector on the inspection 5. The headteacher 6. Up to two other school leaders with significant responsibility[4] 7. The proprietor[5] 8. Up to one other trustee/governor chosen by the proprietor In addition, at their discretion: • The Chief Inspector or her representative • A representative from the DfE

Quality assurance

104. All inspections are subject to quality assurance which includes a review of aspects of the inspection evidence and the draft inspection report. Some inspections are subject to enhanced quality assurance. This can include onsite or remote quality assurance by a monitor and/or a full or partial review of the inspection evidence.

105. It is the responsibility of the inspection team to reach the provisional judgements at the end of the onsite inspection. Experienced inspectors are on duty to provide quality assurance support to inspectors. The reporting inspector will contact the inspector on duty if:
   (a) the emerging evaluation of the inspection team is that one or more of the Standards is likely to be unmet. The inspector on duty will probe the evidence and provide constructive support and challenge to the evaluation process. The inspector on duty cannot conclude that a standard is met or unmet.
   (b) the emerging evaluation of the inspection team is that there is a relative weakness in one or more of the Standards, but the Standards are met and the criteria for proportionality apply.
   (c) The inspector on duty will probe the evidence and provide constructive support and challenge to the evaluation process.

106. Following the inspection, the reporting inspector is responsible for writing the inspection report in accordance with ISI's requirements regarding quality and clarity, and submitting the inspection evidence to ISI, within four days of the end of the onsite inspection.

[4] one of whom may be appointed notetaker if the school wishes
[5] or the proprietor's representative, for example, this may be the chair of governors

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107. The inspection report and inspection evidence are quality assured by an editor. The editor provides feedback to the reporting inspector along with any suggested amendments to the report. The reporting inspector is responsible for responding to the editor's comments and suggestions promptly and making any necessary amendments to the inspection report in a timely manner.

108. If the editor has serious concerns about the quality of the inspection report, the inspection judgments or the inspection evidence, the editor will refer the matter to the Director of Inspection Quality. The Director of Inspection Quality may consider that enhanced quality assurance is necessary, which may include a review of all the inspection evidence. If concerns persist, the Director of Inspection Quality will refer the matter to the Senior Director Inspections who will consider appropriate next steps, which could include, a change of judgements (if supported by the evidence) or deeming the inspection incomplete.

109. Following quality assurance of the inspection report and inspection evidence, a draft version of the inspection report is sent to the school for factual accuracy comments. The school has five term-time working days to respond to the factual accuracy check. The reporting inspector is responsible for considering and responding to the school's comments; making amendments to the report, where appropriate or explaining why suggested amendments are not appropriate.

110. Following the inspection, the reporting inspector provides developmental feedback for the team inspectors about the quality of their work and their conduct. The team inspectors provide feedback on the process of the inspection and the leadership of the reporting inspector.

111. ISI invites all schools to comment about their experiences of the inspection. ISI welcomes all feedback in order to develop and improve processes.

112. ISI has a complaints process. As outlined in ISI's complaints policy, school leaders should raise their concerns informally during the inspection with the reporting inspector or contact ISI within four term-time working days after the end of the onsite inspection to request a phone call.

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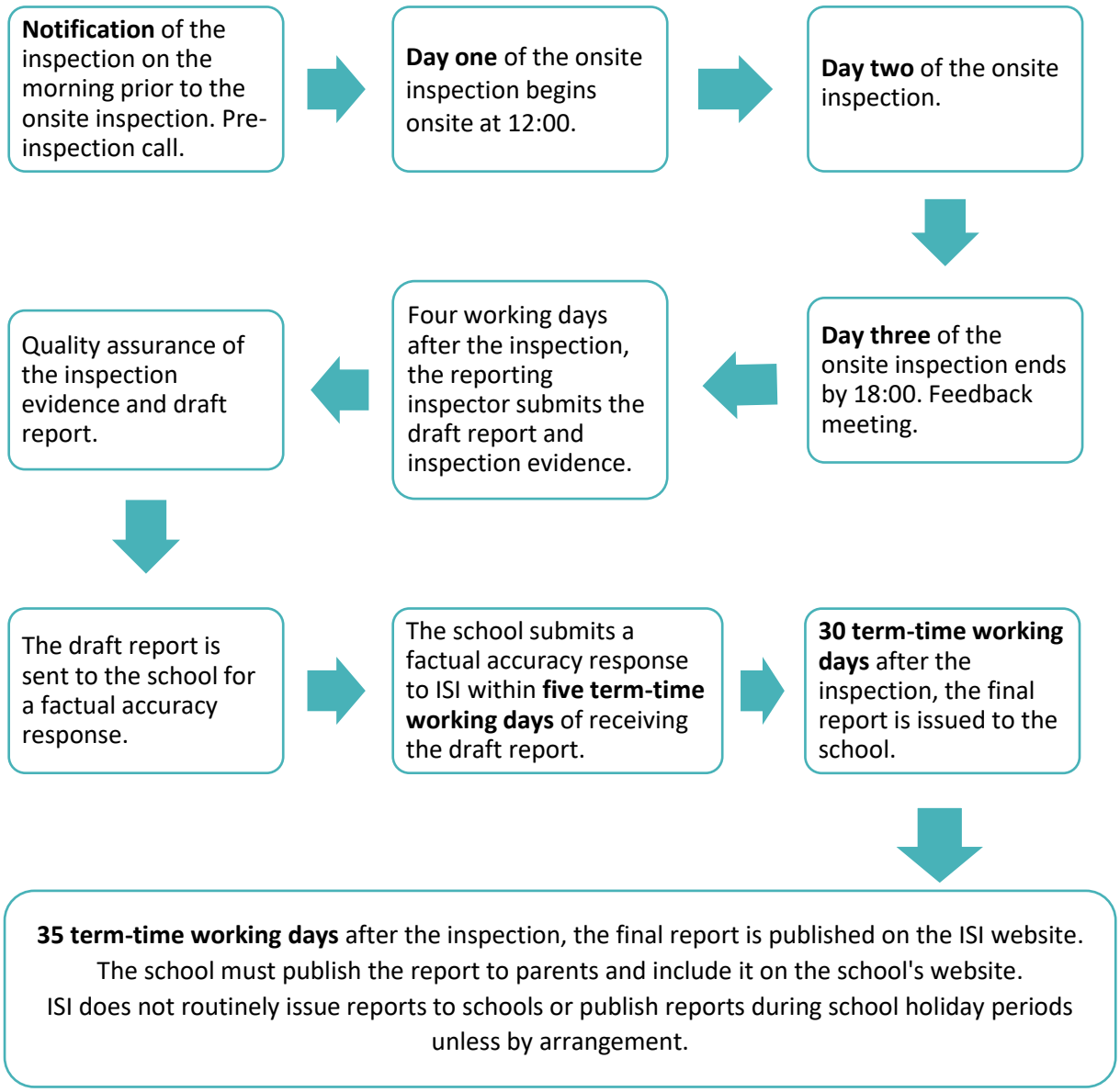
The inspection process and indicative timeline

113. The following indicative timeline is representative of the inspection process. Enhanced quality assurance, including as part of the complaints process, may extend the process. School holidays will also extend the process because ISI does not issue or publish reports during school holiday times, unless by exception. Days refer to school term-time working days and do not include weekends or bank holidays.



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Where a school fails to meet one or more of the Standards

114. The following flow chart outlines the usual process that is followed when a school fails to meet one or more of the Standards. However, the DfE may decide to deviate from this process. Please see the guidance: Independent Schools: Regulatory and Enforcement Action Policy Statement for further details of the DfE policy and processes.

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Evaluation and reporting

115. Inspectors will evaluate and report on the extent to which schools are meeting the Standards.

116. For reporting purposes, all Standards are mapped to each section of the ISI Framework. In considering the extent to which schools meet the Standards, inspectors will focus on evaluating evidence against the ISI Framework structure and will not use a checklist approach based on the individual Standards. This aligns with ISI's thematic approach to inspection.

117. Inspectors will evaluate the evidence of leaders' decision-making and the impact of that decision-making in all areas of the ISI Framework. They will consider how leaders' decisions have impacted the processes and provision in schools. Inspectors will consider the impact of the school's processes and provision on the outcomes for pupils in terms of actively promoting their wellbeing (as defined in s10(2) of the Children Act 2004).

118. Inspectors will identify and report on what the school does well and any relative weaknesses of the school's work and its impact on pupils in each of the sections of the ISI Framework. This will ensure that inspection reports 'tell the story' of the school.

119. Inspectors will:

- report whether Standards are met consistently or are unmet
- where all the Standards are met, discuss and report recommended next steps
- where Standards are not met, identify and report improvements that must be made through areas for action and also discuss and report recommended next steps
- report on any serious and/or multiple failings in provision.

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Evaluating section one of the framework: Leadership and management, and governance

120. Inspectors will pay due regard to Section one of the ISI Framework, which details the areas of provision that are relevant to this section.

Section one: sources of evidence

121. Inspectors will consider a range of sources of evidence, including evidence of how proprietors assure themselves that leaders and managers are fulfilling their responsibilities to ensure that all of the Standards are met.

122. Inspectors will consider the effectiveness of leadership and management at all levels.

123. Other sources of evidence include, but are not limited to:

- evidence from all sections of the framework that demonstrates to what extent the school is meeting the Standards
- discussions with the proprietors to consider:
  - how well they know the school including their involvement in the school's evaluation of what the school does well and areas for development
  - how they ensure that leaders have the necessary knowledge and skills to ensure that the Standards are consistently met
  - how they assure themselves that leaders fulfil their responsibilities to meet the Standards
  - how they know that the Standards are met consistently so that the school actively promotes the wellbeing of pupils
- assurance that the school is fulfilling its duties under schedule 10 of the Equality Act 2010
- inspectors will be interested to understand how the school's curriculum is designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010
- in cases where schools separate either pupils or staff, or both, by sex, inspectors will be interested to understand how leaders are assured that the school fulfils their duty under the Equality Act 2010, including by meeting the requirement for disability access plans
- minutes of any meetings related to governance to evaluate how well the proprietors support leaders and hold them to account
- meetings with leaders to discuss their views of what the school does well and areas for development (self-evaluation), and the progress and impact of leaders' plans for improvement
- documentary evidence, including of any self-evaluation and improvement planning
- discussions and documentary evidence relating to leaders' assessment and mitigation of the risks at the school in any area of provision, including but not limited to safeguarding and health and safety matters, and any contextual risks that may be relevant to the context of the school
- discussions with pupils and staff to evaluate how well leaders have created a positive culture and how leaders address any concerns that pupils and parents may have about any negative aspects of culture that may exist

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- evidence of the complaints process in action, including by looking at examples chosen by inspectors onsite. It is not for inspectors to judge whether the outcome of the school's complaints process is appropriate. Inspectors will look at evidence that the school has followed proper process, as outlined in Part 7 of the ISSR. Inspectors will also consider any trends in complaints made by parents that might indicate areas of concern in the school's processes or policies. This includes the school's arrangements in relation to data protection and complaints, section 164A of the Data Protection Act 2018
- review of the school's website and other sources of information for parents, including necessary school policies to ensure that the required information is provided or made available to parents as outlined in Part 6 of the ISSR. This includes the school's procedures in relation to the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, Standard 32A
- review the school's arrangements to report to the local authority in line with statutory requirements including on the use of public funds for pupils with an EHC plan and where a pupil's name is added to or deleted from the school admission register outside of standard transition times
- assurance that the school rejects the use of corporal punishment
- responses to ISI inspection surveys for pupils, staff and parents that relate to leadership and management and to any related Standards
- discussions with leaders and staff in boarding and with boarders to consider boarding principles and practice, the management of boarding, risk assessment and management of complaints from parents and boarders
- discussions with leaders about arrangements for restrictive interventions, including the use of reasonable force.

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Section one: Standards and regulations

Independent School Standards	
All parts of the ISSR and specifically	
Part 3	
16	The standard in this paragraph is met if the proprietor ensures that –
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified
Part 6	
32(1)	The standard about the provision of information by the school is met if the proprietor ensures that –
32(1)(a)	the information specified in sub-paragraph (2) **is provided** to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate
32(1)(b)	the information specified in sub-paragraph (3) **is made available** to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate
32(1)(c)	particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request
32(1)(d)	following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection
32(1)(e)	following an inspection under section 87(1) of the Children Act 1989, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each boarder
32(1)(f)	an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise
32(1)(g)	any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers

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32(1)(h)	where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State
32(1)(i)	where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority
32(1)(j)	particulars of any actions specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents
32(2)	The information specified in this sub-paragraph is –
32(2)(a)	the school's address and telephone number and the name of the headteacher
32(2)(b)	Either: –
32(2)(b)(i)	where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or
32(2)(b)(ii)	where the proprietor is a body of persons, the address and telephone number of its registered or principal office
32(2)(c)	where there is a governing body, the name and address for correspondence of its Chair; and
32(2)(d)	a statement of the school's ethos (including any religious ethos) and aims
32(3)	The information specified in this sub-paragraph is –
32(3)(a)	particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions
32(3)(b)	particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language
32(3)(c)	particulars of the policy referred to in paragraph 2
32(3)(d)	particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13
32(3)(e)	particulars of the school's academic performance during the preceding school year, including the results of any public examinations
32(3)(f)	details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and
32(3)(g)	a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act

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32(4)	The action specified in this sub-paragraph is –
32(4)(a)	any decision by the Secretary of State to remove the school from the register under sections 100, 105, 112, 116, 119 or 123 of the 2008 Act
32(4)(b)	any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act
32(4)(c)	any order of a justice of the peace under section 120 of the 2008 Act to remove the school from the register
32(5)	For the purposes of sub-paragraph (4)(b), 'relevant restriction' has the meaning given in section 117(1) of the 2008 Act
32A(1)	The standard in this paragraph is met if the proprietor—
32(A)(1)(a)	ensures that the procedures for recording use of force incidents and seclusion and restraint incidents referred to in paragraph 16A(1)(a) and (b) include procedures for information about each such incident (except where the pupil concerned is aged 20 or over or provision made under sub-paragraph (2) applies) to be provided to each parent of the pupil as soon as practicable after the incident; and
32(A)(1)(b)	takes all reasonable steps to ensure that those procedures are complied with.
32(A)(2)	A procedure under sub-paragraph (1)(a) must include provision to the effect—
32(A)(2)(a)	that a person ("R") who would otherwise be required by the procedure to provide a parent with information about an incident must not provide it to that parent if it appears to R that doing so would be likely to result in significant harm to the pupil; and
32(A)(2)(b)	that if it appears to R that there is no parent of the pupil to whom R could provide information about the incident without that being likely to result in significant harm to the pupil, R must provide information about the incident to the local authority (within the meaning of the 1989 Act) within whose area the pupil is ordinarily resident.
32(A)(3)	In this paragraph "parent", in relation to a pupil, has the meaning given by section 576 of the Education Act 1996 in relation to a child or young person, but includes a local authority who provide accommodation for the pupil under section 20 of the 1989 Act or section 76 of the Social Services and Well-being (Wales) Act 2014.**]**
Part 7	
33	The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which –

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33(a)	is in writing
33(b)	is made available to parents of pupils
33(c)	sets out clear time scales for the management of a complaint
33(d)	allows for a complaint to be made and considered initially on an informal basis
33(e)	where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing
33(f)	where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint
33(g)	ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school
33(h)	allows for a parent to attend and be accompanied at a panel hearing if they wish
33(h)(i)	provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is –
33(h)(i)(i)	provided to the complainant and, where relevant, the person complained about; and
33(h)(i)(ii)	available for inspection on the school premises by the proprietor and the headteacher
33(j)	provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and –
33(j)(i)	whether they are resolved following a formal procedure, or proceed to a panel hearing; and
33(j)(ii)	action taken by the school as a result of these complaints (regardless of whether they are upheld); and
33(k)	provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 108 or 109 of the 2008 Act requests access to them
Part 8	
34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils
34(2)	For the purposes of paragraph (1)(c) 'wellbeing' means wellbeing within the meaning of section 10(2) of the Children Act 2004(a)

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National Minimum Standards	
NMS 1	(Statement of boarding principles and practice)
NMS 2	(Management of boarding)
NMS 9.3–9.5	(Risk assessment and major incident)
NMS 14	(Complaints)

Other legislation	
Does the school reject the use of corporal punishment?	
Does the school fulfil its duties under schedule 10 of the Equality Act 2010?	

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Evaluating section two of the framework: Pupils' education, training and recreation

124. Inspectors will pay due regard to Section two of the ISI Framework, which details the areas of provision that are relevant to this section.

Section two: sources of evidence

125. Inspectors will consider a range of sources of evidence, including evidence of how those with governance responsibility assure themselves that leaders and managers are fulfilling their responsibilities to ensure that the Standards relating to pupils' education, training and recreation are met.

126. Other sources of evidence include, but are not limited to:

- discussions with leaders and documentary evidence of the school's evaluation of pupils' progress and attainment. Inspectors will evaluate the school's attainment information in public examinations for all groups of pupils. Inspectors will ask school leaders to provide their evaluation of pupils' progress in the school and consider the ambition of any benchmarks that the school uses. Inspectors will want to understand the action leaders are taking to address the underperformance of any pupils
- discussions with leaders and documentary evidence to understand and evaluate the school's curriculum provision, including any reasonable adjustments made for pupils with a disability. Inspectors will assess whether the school is providing a programme of activities that are appropriate to pupils' needs in the areas of linguistic; mathematical; scientific; technological; aesthetic and creative; and speaking, listening, literacy and numeracy
- discussion with leaders and staff and documentary evidence of the effectiveness of the school's approach to assessment
- direct observations of teaching and learning across a range of subjects and year groups, including some joint lesson walks with senior leaders and focused lesson observations by inspectors.
- Inspectors will consider:
  - how effectively lessons are planned
  - how teaching:
    - demonstrates good knowledge and understanding of the subject matter being taught with understanding of the aptitudes, needs and prior attainment of pupils, gained from regular and thorough assessment of pupils' work
    - uses effective teaching methods and activities
    - manages class time and pupils' behaviour well
    - uses a range of good quality classroom resources well

  so that all pupils:
  - acquire new knowledge, increase their understanding, and develop their skills (make good progress) in the subjects taught, and

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  - are interested in their work
  - apply intellectual, physical and creative effort
  - act responsibly
  - are self-motivated, thinking and learning for themselves.
- evidence of how pupils, according to their ability, are being 'actively pushed' towards increased achievement by the teaching they receive. Inspectors will not make a judgment about individual lessons but consider the typicality of their evaluations across a range of lesson visits. Inspectors will evaluate and draw conclusions about what is typical in particular subject areas, across year groups or throughout the school
- direct observations of recreational activities and evidence of the offer and take up of recreational activities
- discussions with teachers including any subject leaders to explore curriculum provision and assessment processes
- discussions with pupils in their lessons, where appropriate to consider the context of the lesson observation and to review pupils' progress in their work
- scrutiny of pupils' work including with staff and pupils to include work that is held digitally
- discussions with pupils about their work and their opportunities for recreation
- discussions with staff and pupils along with documentary evidence of the opportunities for recreation, and the take-up of pupils
- lesson walk with SENCo or leader with responsibility for pupils who have SEND, including review of progress and attainment data, individual learning plans and/ or EHC plans and to see how identified strategies are implemented in the classroom to meet pupils' individual needs
- discussions with staff who oversee and teach pupils who have special educational needs and/or disabilities (SEND), including examples chosen by inspectors onsite. Inspectors will be interested to understand how the school supports pupils who have SEND and how it measures the impact of any support on the progress of pupils. Inspectors will remember that pupils who have SEND can have a range of diverse needs, they cannot be viewed as a homogenous group. For this reason, inspectors will consider specific examples they choose during the inspection
- discussions with staff who oversee and teach pupils who speak English as an additional language or any other significant groups of pupils in the school. Inspectors will be interested to understand how the school measures the impact of any additional support and leaders' views of the progress of these groups
- information from the school's website and other sources of information for parents including that which relates to the curriculum and pupils' achievement
- responses to ISI inspection surveys for pupils, staff and parents
- evidence of how the school promotes fundamental British values and prevents discrimination contrary to Part 6 of the Equality Act 2010
- the arrangements to provide for boarders' activities and free time, taking into account the requirements of NMS 18.

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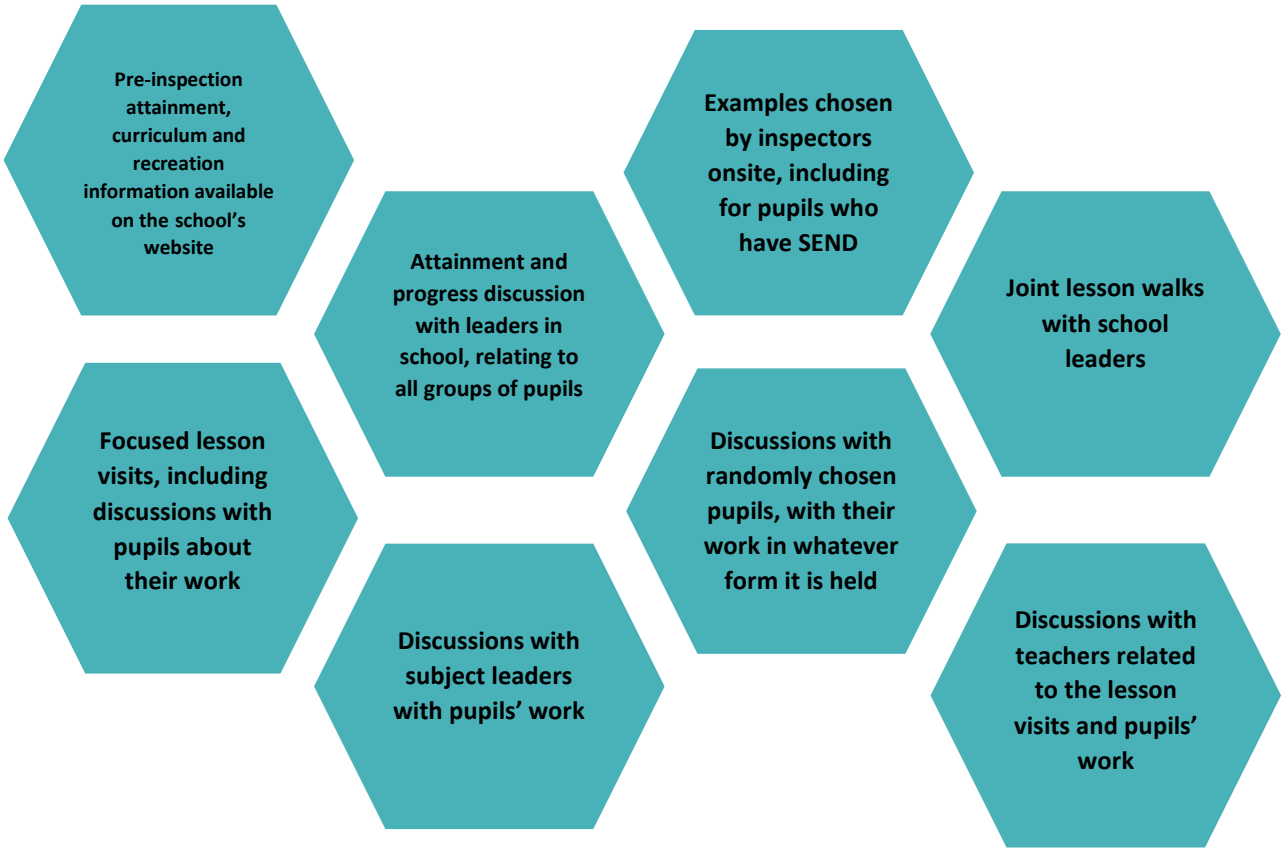
127. Triangulation of evidence for section two of the framework



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Section two: Standards and regulations

Independent School Standards	
Part 1	
2(1)	The standard in this paragraph is met if –
2(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up **and implemented effectively**; and
2(1)(b)(i)	the written policy, plans and schemes of work – take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
2(2)	for the purposes of paragraph (2)(1)(a), the matters are –
2(2)(a)	full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
2(2)(b)	that pupils acquire speaking, listening, literacy and numeracy skills
2(2)I	where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country
2(2)(f)	where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
2(2)(g)	where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs
2(2)(h)	that all pupils have the opportunity to learn and make progress;
3	The standard in this paragraph is met if the proprietor ensures that the teaching at the school –
3(a)	enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
3(b)	fosters in pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
3(c)	involves well-planned lessons and effective teaching methods, activities and management of class time

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3(d)	shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
3(e)	demonstrates good knowledge and understanding of the subject matter being taught
3(f)	utilises effectively classroom resources of a good quality, quantity and range
3(g)	demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
3(h)	utilises effective strategies for managing behaviour and encouraging pupils to act responsibly
3(i)	does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
3(j)	does not discriminate against pupils contrary to Part 6 of the Equality Act 2010
4	The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place
National Minimum Standards	
NMS 18 (Activities and free time)	

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Evaluating section three of the framework: Pupils' physical and mental health and emotional wellbeing

128. Inspectors will pay due regard to Section three of the ISI Framework, which details the areas of provision that are relevant to this section.

Section three: sources of evidence

129. Inspectors will consider a range of sources of evidence, including evidence of how those with governance responsibility assure themselves that leaders and managers are fulfilling their responsibilities to ensure that the Standards relating to pupils' physical and mental and emotional wellbeing are met.

130. Other sources of evidence include, but are not limited to:

- discussions with leaders and documentary evidence to understand and evaluate the school's curriculum provision in physical education and personal and health education. In the teaching of subjects relating to SMSC, inspectors will be interested to hear how the resources for teaching are of a sufficient range to fulfil the requirements of the SMSC standard, for example, by representing a range of views
- discussions with leaders to understand how the school actively helps pupils to develop into self-assured, confident, happy, positive young people
- discussions with pupils, including with their work where appropriate, to evaluate their experience and understanding of the curriculum in these areas
- documentary evidence, scrutiny of pupils' work and discussions with leaders and pupils to evaluate whether the school has appropriate provision for Relationships Education and Relationships and Sex Education (RSE), including that the school has consulted parents about its policy and has trained staff so that they are confident to deliver a well-planned and assessed RSE curriculum, including to pupils who have SEND. Inspectors will be interested to understand how the school prepares pupils for life in modern Britain and how the curriculum is delivered in a sensitive, balanced and factual way
- in lessons, in discussions with pupils and in pupils' work inspectors will look for evidence that pupils are developing confidence and self-esteem, are creative and can reflect on their experiences
- documentary evidence of how the written behaviour policy is implemented in practice including the DfE's advice that all schools should be mobile phone-free environments
- scrutiny of the school's logs of incidents of poor behaviour and sanctions, bullying including racist, homophobic and misogynistic bullying and records of sexual harassment and sexual violence and the school's evaluation of these. Inspectors will be interested to hear how leaders have identified any trends and taken action to deal with issues
- scrutiny of records in relation to restrictive interventions, use of reasonable force and seclusion of pupils
- observations of pupils in lessons and around the school, and in boarding, to consider if appropriate supervision is in place

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- examination of any prefect systems or equivalent, including for boarders, to consider roles and responsibilities, training and impact to counter any potential abuse of positions of responsibility
- the school's completed regulatory audit (if available)
- a tour of the premises, including for boarders and children in the early years, scrutiny of relevant policies and discussions with leaders and documentary evidence to ensure effective implementation of policy to ensure an appropriate standard of premises and accommodation[6], with reference to Part 5 of the ISSR and related NMS for boarding schools and early years requirements and to ensure compliance with relevant health and safety legislation and the Regulatory Reform (Fire Safety) Order 2005 and that safe evacuation systems are in place
- scrutiny of the school's admission and attendance registers and discussions with school leaders to understand how leaders manage and improve school attendance
- evidence of appropriate first aid training and administration, including for boarders
- observation of mealtimes, including for boarders
- discussions with boarding staff, leaders and borders to consider compliance with other NMS for boarding schools requirements that relate to this section including for:
  - induction travel arrangements at the beginning and end of terms
  - contact with parents and use of electronic communication methods
  - avoidance of favouritism and supervision
  - procedures for storing possessions
  - regular laundry provision
  - systems for boarders to share views and raise concerns
  - where pupils are accommodated offsite, the arrangements in place to ensure that the accommodation is appropriate and that boarders are suitably safeguarded including during school holiday periods
- responses to ISI inspection surveys for pupils, staff and parents.

[6] https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools updated April 2022

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Section three: Standards and regulations

Independent School Standards	
Part 1	
2(1)	The standard in this paragraph is met if –
2(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up **and implemented effectively**; and
2(1)(b)(i)	the written policy, plans and schemes of work – take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
2(1)(b)(ii)	do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
2(2)(d)	personal, social, health and economic education which –
2(2)(d)(i)	reflects the school's aim and ethos; and
2(2)(d)(ii)	encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
2A(1)	The standard in this paragraph is met if the proprietor:
2A(1)(a)	ensures that every registered pupil who is provided with primary education at the school is provided with relationships education
2A(1)(b)	ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)
2A(1)(d)	in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools
2A(1)(e)	makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b)
2A(1)(f)	consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
2A(1)(g)	publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one
2A(2)(2)	Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused

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2A(3)	Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age
Part 2	
5	The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor:
5(b)	ensures that principles are actively promoted which –
5(b)(i)	enable pupils to develop their self-knowledge, self-esteem and self-confidence
Part 3	
9	The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that –
9(a)	a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupils' misbehaviour
9(b)	the policy is implemented effectively; and
9(c)	a record is kept of the sanctions imposed upon pupils for serious misbehaviour
10	The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy
11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy
12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005
13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy
14	The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through appropriate deployment of school staff
15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024
16A(1)	The standard in this paragraph is met if the proprietor
16A(1)(a)	ensures that a procedure is in place for recording each use of force incident in accordance with section 93A of the Education and Inspections Act 2006;
16A(1)(b)	ensures that a procedure is in place for recording each incident in which a member of the school staff secludes, restrains or

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	immobilises a pupil for whom education is being provided at the school (a "seclusion or restraint incident"); and
16A(1)(c)	takes all reasonable steps to ensure that both procedures are complied with.
16A(2)	The procedure under sub-paragraph (1)(b) must require that the record is made in writing as soon as practicable after the incident.
16A(3)	The procedure under sub-paragraph (1)(b) need not provide for any action to be taken in relation to a seclusion or restraint incident that also constitutes a use of force incident within the meaning of section 93A of the Education and Inspections Act 2006 and therefore falls to be recorded under the procedure referred to in sub-paragraph (1)(a).
16A(4)	For the purposes of this paragraph a member or members of school staff seclude a pupil if they detain that one pupil in a place apart from any other person (except the member or members of staff) otherwise than as a disciplinary penalty, including by—
16A(4)(a)	physically obstructing the pupil's way of leaving the place;
16A(4)(b)	securing the place so that the pupil cannot leave it; or
16A(4)(c)	causing the pupil to believe that they will be punished if they leave the place.
16A(5)	For the purposes of this paragraph a member of school staff restrains or immobilises a pupil if they restrict the pupil's movement otherwise than as a disciplinary penalty, including by—
16A(5)(a)	holding or binding the pupil's body or part of it;
16A(5)(b)	securing the pupil to a fixed or heavy object; or
16A(5)(c)	depriving the pupil of an auxiliary aid that they usually use to help them move.
16A(6)	In this paragraph— "disciplinary penalty" has the same meaning as in Chapter 1 of Part 7 of the Education and Inspections Act 2006; "staff" includes supply staff and volunteers.**]**
Part 5	
22	The standards about the premises of and accommodation at the school are those contained in this Part
23(1)	Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that –
23(1)(a)	suitable toilet and washing facilities are provided for the sole use of pupils
23(1)(b)	separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and

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23(1)(c)	suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education
23(2)	Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled
24(1)	The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including –
24(1)(a)	accommodation for the medical examination and treatment of pupils
24(b)	accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
24(c)	where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs
24(2)	The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b)
24(3)	For the purposes of sub-paragraph (1)(c), a pupil has 'complex needs' if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in other schools other than special schools or by children with special requirements
25	The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured
26	The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein
27	The standard in this paragraph is met if the proprietor ensures that –
27(a)	the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and
27(b)	external lighting is provided in order to ensure that people can safely enter and leave the school premises
28(1)	The standard in this paragraph is met if the proprietor ensures that –

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28(1)(a)	suitable drinking water facilities are provided
28(1)(b)	toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water
28(1)(c)	cold water supplies that are suitable for drinking are clearly marked as such; and
28(1)(d)	the temperature of hot water at the point of use does not pose a scalding risk to users
28(2)	The facilities provided under sub-paragraph (1)(a) will be suitable only if –
28(2)(a)	they are readily accessible at all times when the premises are in use; and
28(2)(b)	they are in a separate area from the toilet facilities
29(1)	The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable –
29(1)(a)	physical education to be provided to pupils in accordance with the school curriculum; and
29(1)(b)	pupils to play outside
30	The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 4 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 9 of the National Minimum Standards for Residential Special Schools
31	For the purposes of this Part –
31(a)	'physical education' includes the playing of games
31(b)	any requirement that anything provided under this Part must be 'suitable' means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have; and
31(c)	a pupil has 'special requirements' if the pupil has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools
National Minimum Standards	
NMS 4	(Boarding accommodation)
NMS 5	(Boarders' possessions)
NMS 6	(Food and drink)
NMS 7	(Boarders' health and wellbeing)
NMS 9.1, 9.2	(Health and safety)
NMS 10	(Fire safety)
NMS 11.1 – 11.3	(Induction, travel and staff support)
NMS 12	(Contact with parents)
NMS 13	(Securing boarders' views)
NMS 15	(Behaviour)
NMS 16	(Bullying)

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NMS 17	(Promoting good relationships)
NMS 20	(Staffing and supervision)
NMS 21	(Prefects)
NMS 22.3	(Guardianship promotes boarders' wellbeing)

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Evaluating section four of the framework: Pupils' social and economic wellbeing, and contribution to society

131. Inspectors will pay due regard to Section four of the ISI Framework, which details the areas of provision that are relevant to this section.

Section four: sources of evidence

132. Inspectors will consider a range of sources of evidence, including evidence of how those with governance responsibility assure themselves that leaders and managers are fulfilling their responsibilities to ensure that the Standards relating to pupils' social and economic wellbeing, and contribution to society are met.

133. Other sources of evidence include, but are not limited to:

- discussions with pupils to evaluate whether they have an age-appropriate understanding of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and demonstrate knowledge and respect of the different groups
- discussions with boarders and boarding staff and scrutiny of records to ensure that boarders are free from discrimination
- in lessons, in discussions with pupils, in pupils' work and in documentary evidence, inspectors will consider evidence that pupils:
  - are interested in learning about the world around them and can reflect on their own experiences, and appreciate that others might have different views and beliefs
  - are willing to contribute to the lives of those living and working in the locality in which the school is situated, and to society more widely
  - know and understand how public institutions (for example, Parliament) and services (for example, healthcare) operate
  - respect and understand the importance of public institutions and services to life in a modern, civilised society
  - are aware of the cultural differences that exist around them and aware of the cultural traditions that shape their lives and the lives of others
  - understand and respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- observations of pupils in lessons and around the school to evaluate their behaviour, their attitudes and relationships with others around them and that pupils understand the differences between right and wrong
- discussions with leaders, staff and pupils to hear how the school encourages respect for English civil and criminal law
- discussions with leaders and scrutiny of records, and documents to evaluate how the school ensures that pupils are offered a balanced presentation of opposing views of political issues, and the promotion of partisan political views is precluded, including in available literature,

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extra-curricular activities or when visiting speakers or groups engage with pupils. Inspectors will be interested to hear about the school's strategy to actively promote and to embed the fundamental British values and how leaders evaluate the impact of this strategy through their work with pupils

- discussions with pupils and leaders and scrutiny of records and documents to consider the impact of leaders' decision-making regarding the school's impartial careers' guidance. While there is no preferred method for careers guidance, inspectors will be interested to hear from leaders whether they engage with the Gatsby principles[7]
- the views of pupils about their understanding of the careers options available to enable them to succeed in adult life
- responses to ISI inspection surveys for pupils, staff and parents

Section four: Standards and regulations

Independent School Standards	
Part 1	
2(1)	The standard in this paragraph is met if –
2(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up **and implemented effectively**; and
2(1)(b)	the written policy, plans and schemes of work –
2(1)(b)(i)	take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
2(1)(b)(ii)	do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
2(2)	For the purposes of paragraph (2)(1)(a), the matters are—
2(2)(d)	personal, social, health and economic education which –
2(2)(d)(i)	reflects the school's aim and ethos; and
2(2)(d)(ii)	encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act–
2(2)(e)	for pupils receiving secondary education, access to accurate, up-to-date careers guidance that –
2(2)(e)(i)	is presented in an impartial manner
2(2)(e)(ii)	enables them to make informed choices about a broad range of career options; and
2(2)(e)(iii)	helps to encourage them to fulfil their potential

[7] https://www.gatsby.org.uk/education/focus-areas/good-career-guidance

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2(2)(i)	effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society
Part 2	
5	The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor –
5(a)	actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
5(b)	ensures that principles are actively promoted which
5(a)(ii)	enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
5(b)(iii)	encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
5(b)(iv)	enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
5(b)(v)	further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
5(b)(vi)	encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
5(b)(vii)	encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
5(c)	precludes the promotion of partisan political views in the teaching of any subject in the school; and
5(d)	takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils –
5(d)(i)	while they are in attendance at the school
5(d)(ii)	while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
5(d)(iii)	in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,
	they are offered a balanced presentation of opposing views.
National Minimum Standards	
NMS 3	(Inclusion, equality and diversity)

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Evaluating safeguarding

Safeguarding: sources of evidence

134. Inspectors will consider a range of sources of evidence, including evidence of how those with governance responsibility assure themselves that leaders and managers are fulfilling their responsibilities to ensure that the Standards relating to safeguarding are met.

135. Evidence relating to safeguarding can arise across any of the four sections of the framework. Inspectors must be alert to any safeguarding issues throughout the inspection.

136. With regard to safeguarding, inspectors will evaluate whether or not the school is meeting the requirements of the Standards, which incorporate the requirements of Keeping children safe in education, Working together to safeguard children, The Prevent duty guidance and other related guidance for example, Working together to improve school attendance by considering the school's culture of safeguarding which is underpinned by:

- effective training for those responsible for safeguarding (DSL and any deputies)
- effective training for all adults to recognise and report safeguarding concerns
- identification and sharing of contextual risks and mitigations
- systems and processes that work to protect pupils and that exercise urgency in referring to appropriate agencies where there are concerns
- persistence in gaining help to protect pupils including for early help and for those who are at risk of harm or have been harmed
- working productively with all agencies involved in safeguarding
- attitudes that are alert to the possibility that 'it could happen here' and 'to think the unthinkable' as well as a determination to put the needs of children first
- clear and effective record keeping in accordance with statutory guidance.

137. Other sources of evidence include, but are not limited to:

- review of the safeguarding policies of the school (including for child protection, extremism, internet safety, filtering and monitoring) and the implementation of these policies
- discussions with senior leaders and those responsible for safeguarding to determine the effectiveness of the implementation of appropriate safeguarding policies. Inspectors will want to understand how the school's policies ensure that all members of the school community can contribute to the effective safeguarding of pupils
- discussions with members of staff to evaluate their understanding of how to act if they have concerns about pupils and if they have concerns about the behaviour of adults and/or other pupils
- review of records and documentary evidence, including examples chosen by inspectors onsite, to ensure that safeguarding concerns, including for child protection, concerns about staff and any concerns linked to concerns about radicalisation are managed appropriately
- discussions with pupils to consider their understanding of how to keep themselves safe, including online, and their understanding of how they can seek help

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- discussions with proprietors to evaluate their understanding of their responsibilities and how they ensure that schools follow the statutory guidance including Keeping Children Safe in Education
- responses to ISI inspection surveys for pupils, staff and parents
- discussions with boarders and boarding staff to consider compliance with NMS for boarding schools requirements related to safeguarding, independent listening, educational guardians, lodgings and host families
- scrutiny of the single central record to check the effectiveness of the system to ensure safer recruitment checks are completed for adults, including staff, volunteers and the proprietors. Inspectors will review the single central record onsite and sample checks, focusing particularly on adults who have been recruited since the previous inspection.

The chart explains the information required for an effective and single central record that meets the requirements. All checks marked 'yes' must be completed, whether or not they are recorded on the SCR. All checks marked '**yes'** in bold must be recorded on the single central record (SCR).

	Staff	Supply	Proprietors – members of a body
Name	Yes	Yes	Yes
Post to which appointed	Yes	Yes	Yes
Date on which appointment started	Yes	Yes	Yes
Date on which identity was checked by school	**Yes**	Yes[8]	**Yes**
Date of receipt of confirmation that identity was checked by supply agency	No	**Yes – Note 1**	No
Date on which qualifications were checked (or N/A if not applicable)	**Yes, if applicable**	**Yes, if applicable – Note 1**	No
Date on which enhanced DBS certificate (with children's barred list check) was checked by school	**Yes**	**Yes[9]**	**Yes**
Date of receipt of confirmation that enhanced DBS was checked by supply agency	**No**	**Yes – Note 1**	No
Date on which barred list was checked	**Yes**	**Yes – Note 1**	Yes, if in regulated activity – Note 2
Date on which right to work in UK was checked	**Yes**	**Yes – Note 1**	Yes
Date on which information about further checks on people who have lived or worked outside the UK were received (or N/A if not applicable)	**Yes, if applicable**	**Yes, if applicable – Note 1**	**Yes, if applicable**
Date on which prohibition from teaching check was made(or N/A if not applicable)	**Yes, if applicable**	**Yes, if applicable – Note 1**	Yes, if applicable.[10]

[8] Schools are required to check the identity of supply staff on arrival. It is helpful, but not a requirement to include the date of this check on the SCR.

[9] This should be the date on which the school has seen the member of staff's DBS certificate.

[10] A prohibition from teaching check is required if a person is 'carrying out teaching work'. This is defined in The Teachers' Disciplinary (England) Regulations 2012 as follows: **3.**—(1) Subject to paragraph (3), each of the following activities is teaching work for the purposes of these Regulations—

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	Staff	Supply	Proprietors – members of a body
Date on which prohibition from management check was carried out for those in management positions (or N/A if not applicable)	**Yes, if applicable**	**Yes, if applicable – Note 1**	Yes
Date on which references were checked	Yes	Yes – Note 1	No
Date on which employment history was checked	Yes	Yes – Note 1	No
Date on which medical fitness was checked	Yes	Yes – Note 1	No
Date on which notification was obtained relating to the disqualification from childcare check	Yes, if applicable	Yes, if applicable – Note 1	Yes, if required

Note 1: This should be the date on which the school has received written notification from the supply agency confirming that the agency has carried out this specific check for this specific person.

Note 2: Regulated activity: 'A person will be in regulated activity if, as a result of their work or volunteering, they:

- will be responsible, on a frequent basis in a school or college, for teaching, training, instructing, caring for or supervising children, providing advice or guidance on physical, emotional or educational wellbeing, or driving a vehicle only for children, or
- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

(a) planning and preparing lessons and courses for pupils;
(b) delivering lessons to pupils;
(c) assessing the development, progress and attainment of pupils; and
(d) reporting on the development, progress and attainment of pupils.

(2) In paragraph (1)(b) "delivering" includes delivering lessons through distance learning or computer aided techniques.

(3) The activities specified in paragraph (1) are not teaching work for the purposes of these Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher to provide such direction and supervision.

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Safeguarding: Standards and regulations

Independent School Standards	
Part 3	
6	The standards about the welfare, health and safety of pupils at the school are those contained in this Part
7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State
8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that –
8(a)	arrangements are made to safeguard and promote the welfare of boarders* while they are accommodated at the school
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools
	***Boarder** means a pupil for whom a school provides accommodation, whether or not the pupil is a pupil at that school
Part 4	
17	The standards about the suitability of staff, supply staff and proprietors are contained in this part
18(1)	The standard in this paragraph relates to **the suitability of persons appointed as members of staff** at the school, other than the proprietor and supply staff
18(2)	The standard in this paragraph is met if –
18(2)(a)	no such person is barred from regulated activity relating to children in accordance with section 3(2) of the Education and Inspections Act 2006 where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act
18(2)(b)	no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction
18(2)(c)	the proprietor carries out appropriate checks to confirm in respect of each such person –

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18(2)(c)(i)	the person's identity
18(2)(c)(ii)	the person's medical fitness
18(2)(c)(iii)	the person's right to work in the United Kingdom; and
18(2)(c)(iv)	where appropriate, the person's qualifications
18(2)(d)	the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment
18(2)(e)	in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and
18(2)(f)	in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 19 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 24 of the National Minimum Standards for Residential Special Schools, is complied with, and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed
18(3)	The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment
18(4)	The checks specified in sub-paragraphs (2)(d), (e) and (f) do not need to be carried out where the new member of staff ('M') has worked in –
18(4)(a)	a school or a maintained school in England in a position which brought M regularly into contact with children or young persons
18(4)(b)	a maintained school in England in a position to which M was appointed on or after 12th May 2006 and which did not bring M regularly into contact with children or young persons; or
18(4)(c)	an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought M regularly into contact with children or young persons,
	during a period which ended not more than three months before M's appointment
19 (1)	This paragraph relates to **the suitability of supply staff** at the school
19(2)	The standard in this paragraph is met if –

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19(2)(a)	a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received –
19(2)(a)(i)	written notification from the employment business in relation to that person –
19(2)(a)(aa)	that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person
19(2)(a)(bb)	that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check; and
19(2)(a)(cc)	if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and
19(2)(a)(dd)	that, where that person is one for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, it or another employment business has obtained such further checks as appropriate, having regard to any guidance issued by the Secretary of State; and
19(2)(a)(ii)	a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school
19(2)(b)	a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied
19(2)(c)	before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply)
19(2)(d)	the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide –
19(2)(d)(i)	the notification referred to in paragraph (a)(i); and
19(2)(d)(ii)	a copy of any enhanced criminal record certificate which the employment business obtains in respect of any person whom the employment business supplies to the school; and
19(2)(e)	except for those persons to whom sub-paragraph (4) applies, in the case of supply staff who care for, train, supervise or are in charge of boarders, the proprietor checks that the relevant parts of Standard 19 of the National Minimum Standards for Boarding Schools or where applicable, Standard 24 of the National

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	Minimum Standards for Residential Special Schools are complied with. NOTE – A failure of NMS for boarding schools 19.1 or the National Minimum Standards for Residential Special Schools 24 in relation to boarding supply staff triggers a failure of this ISSR 19(2)(e) (as a minimum)
19(3)	Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school
19(4)	This sub-paragraph applies to a person ('P') who has worked in –
19(4)(a)	a school or a maintained school in England in a position which brought P regularly into contact with children or young persons
19(4)(b)	a maintained school in England in a position to which P was appointed on or after 12 May 2006 and which did not bring P regularly into contact with children or young persons; or
19(4)(c)	an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought P regularly into contact with children or young persons,
	during a period which ended not more than three months before P is due to begin work at the school.
20(1)	The standard in this paragraph relates to the **suitability of the proprietor** of the school
20(2)	Sub-paragraph (3) relates to the suitability of the proprietor where the proprietor is an individual
20(3)	The standard in this paragraph is met if –
20(3)(a)	the individual –
20(3)(a)(i)	is not barred from regulated activity relating to children in accordance with section 3(2) of the Education and Inspections Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and
20(3)(a)(ii)	does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and
20(4)	Sub-paragraphs (5) to (8) relate to the suitability of the proprietor **where the proprietor is a body of persons** corporate or unincorporate
20(5)	The standard in this paragraph is met in relation to an individual who is the chair of the school if –
20(5)(a)	the individual –

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20(5) (a) (i)	is not barred from regulated activity relating to children in accordance with section 3(2) of the Education and Inspections Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and
20(5)(a)(ii)	does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction
20(6)	The standard in this paragraph is met in relation to an individual ('MB'), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the **proprietor** of the school in the register or in an application to enter the school in the register, if –
20(6)(a)	MB –
20(6)(a)(i)	is not barred from regulated activity relating to children in accordance with section 3(2) of the Education and Inspections Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and
20(6)(a)(ii)	does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction
20(6)(b)	subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB –
20(6)(b)(i)	where relevant to the individual, an enhanced criminal record check
20(6)(b)(ii)	checks confirming MB's identity and MB's right to work in the United Kingdom; and
20(6)(b)(iii)	where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
	and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual
21	**Single Central Record**

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21(1)	The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question
21(2)	The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form
21(3)	The information referred to in this sub-paragraph is –
21(3)(a)	in relation to each **member of staff** ('S') **appointed on or after 1st May 2007,** whether –
21(3)(a)(i)	S's identity was checked
21(3)(a)(ii)	a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the Education and Inspections Act 2006.
21(3)(a)(iii)	a check was made to establish whether S is subject to any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in such a direction
21(3)(a)(iv)	checks were made to ensure, where appropriate, that S had the relevant qualifications
21(3)(a)(v)	an enhanced criminal record certificate was obtained in respect of S
21(3)(a)(vi)	checks were made pursuant to paragraph 18(2)(d)
21(3)(a)(vii)	a check of S's right to work in the United Kingdom was made; and
21(3)(a)(viii)	checks were made pursuant to paragraph 18(2)(e)
	including the date on which each such check was completed or the certificate obtained; and
21(3)(b)	in relation to each member of staff ('S'), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed
21(4)	The information referred to in this sub-paragraph is, in relation to **each member of staff** in post on 1st August 2007 who was **appointed at any time before 1st May 2007**, whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained
21(5)	The information referred to in this sub-paragraph is, in relation to **supply** staff –
21(5)(a)	whether written notification has been received from the employment business that –
21(5)(a)(i)	checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and

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21(5)(a)(ii)	an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check
	together with the date the written notification that each such check was made, or certificate obtained, was received
21(5)(b)	whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and
21(5)(c)	where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school
21(6)	The information referred to in this sub-paragraph is, in relation to **each member ('MB') of a body of persons named as the proprietor appointed on or after 1st May 2007**, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained
21(7)	The information referred to in this sub-paragraph is, in relation to **each member of a body of persons named as the proprietor** in post on 1st August 2007 who was **appointed at any time before 1st May 2007** –
21(7)(a)	whether each check referred to in sub-paragraph (6) was made; and
21(7)(b)	whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained
National Minimum Standards	
NMS 8	(Safeguarding)
NMS 11.4 – 11.6	(Independent listening, contact and advocacy)
NMS 19	(Recruitment and checks on adults)
NMS 22	(Educational guardians)
NMS 23	(Lodgings and host families)

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Evaluating early years provision

138. Early years provision that is registered by Ofsted is evaluated and regulated in accordance with the requirements of Ofsted's Education Inspection Framework[11]. We call this provision the early years registered setting.

139. Inspectors will use the guidance contained in ISI's handbook for inspections of Ofsted registered early years settings and the Early years foundation stage statutory framework for group and school-based providers, during the inspection of the early years registered setting.

140. Where schools have early years provision (that is not registered with Ofsted), inspectors will evaluate this provision in accordance with the requirements of the Early years foundation stage statutory framework only. Inspectors will report on the effectiveness of the early years provision and the extent to which the early years requirements are met in the appropriate sections of the report.

141. Inspectors will consider the school's work in relation to the learning and development requirements (except where schools have proof of valid exemption from these requirements). They will also consider the safeguarding and welfare requirements as stated in the statutory framework for the early years foundation stage.

142. If an exemption from the learning and development requirements has been taken up, the school must draw up an alternative programme of activities in accordance with paragraph 2(2)(f) of the Standards and implement it effectively. Inspectors will evaluate whether the alternative programme is meeting the needs of children.

143. Inspectors will collect robust evidence to support the extent to which the early years requirements are met. Inspectors will complete a range of activities similar to those used in the inspection of the early years registered setting. They will be interested to hear how leaders evaluate the progress children are making but will not expect any particular tracking data or information in any particular format.

144. Inspectors will complete a learning walk with the early years leader. This will help them to find out about the curriculum aims and the key knowledge and skills that leaders want children to develop in the prime and specific areas. The inspector will find out how staff, spaces and resources are used to deliver the curriculum. The learning walk also provides an opportunity to discuss staff training and development and the impact on teaching and outcomes for children.

145. Inspectors will invite the early years leader, or whoever they decide is most appropriate, to take part in a joint observation. This will help the inspector to evaluate how effectively the curriculum aims are being delivered and will give insight into children's behaviour and attitudes towards learning. The joint observation also provides an opportunity for the leader and inspector to compare their own evaluations of practice. They may also discuss staff support, training and supervision, which can help the inspector evaluate the extent to which standards in relation to training, support and skills

[11] https://www.gov.uk/government/publications/education-inspection-framework

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are met. If this invitation is declined this will be noted in the evidence. However, inspectors must not infer a negative evaluation if the invitation is declined.

146. Inspectors will gain a broader view of what it is like for children in this setting by completing observations in the early years provision. They must ensure that sufficient time is spent observing different-aged children engaged in activities. The inspector may decide on an area of inspection focus. They will consider how well the curriculum aims are being delivered and the outcomes for children. They will also consider how well staff prepare children for the next stage of their education.

147. Inspectors will track the experiences of individual children. They will talk to staff, including the key person, to find out about a sample of children. Through observation they will evaluate the extent to which the educational programme in the prime and specific areas meets their needs, promotes their interests and supports their development. Inspectors must track the experiences of a minimum of two children and where possible this sample should include: a child subject to a child in need or child protection plan; a child who has special educational needs and/or disabilities; and/or a child who speaks English as an additional language.

Boarding provision and the National Minimum Standards

148. Leadership and management (including the school's governing body and/or proprietor where appropriate) must ensure that arrangements are made to safeguard and promote the welfare of pupils[12] for whom the school provides accommodation (boarders), which meet the requirements of (as applicable) the NMS for boarding schools[13].

149. The inspection team will consider how effectively leadership and management (including the school's governing body and/or proprietor where appropriate) actively promotes the wellbeing of boarders at the school when making judgements for the whole school.

[12] whether or not the pupil is a pupil at the school

[13] The National Minimum Standards for boarding schools, September 2022

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Mapping of standards to framework

The standards are mapped for reporting purposes. This mapping indicates the sections of the report where focus areas are most likely to be reported. During inspection there may be overlap between standards and areas of the framework. This aligns with our thematic approach to inspection.
The reporting of systemic areas contained in paragraphs 3 (teaching), 4 (framework for pupils' performance) and 5 (SMSC development) may be reported under any of Sections 2, 3 or 4 of the report depending on the inspection evidence.

Inspectors will consider the relevant NMS and EYFS requirements in the various sections of the report. The mapping of the NMS and EYFS is provided as guidance.

Section 1: Leadership and management and governance		
ISSR Part/Paragraph	**NMS**	**EYFS**
All parts and specifically: Part 3, paragraph 16 risk Part 6 all paragraphs provision of information Part 7 all paragraphs complaints Part 8, paragraphs 34 (1)(a),(b) and (c) 34(2) leadership and 32A (Recording and reporting of seclusion and restraint) **Other legislation**[14] Does the school reject the use of corporal punishment? Does the school fulfil its duties under schedule 10 of the Equality Act 2010?	NMS 1 (Statement of boarding principles and practice) NMS 2 (Management of boarding) NMS 9.3–9.5 (Risk assessment and major incident) NMS 14 (Complaints)	All sections and specifically: 1.13 1.19 2.21 3.26-3.27 3.0 3.31-3.33 3.34-3.44 3.52 3.56-3.57 3.59-3.73 3.74-3.77 3.84-3.85 3.86-3.87 3.88-3.92 3.93 3.101 3.108

[14] Education Act 1998 as amended by the School Standards and Framework Act 1998

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Section 2: Pupils' education, training and recreation to include pupils' outcomes		
ISSR Part/Paragraph	**NMS**	**EYFS**
Part 1, paragraphs 2(1)(a) and (b), (curriculum stem) Part 1, paragraphs 2(2)(a), (b)(c),(f),(g) and (h) curriculum Part 1, paragraphs 3(a),(b),(c),(d),(e),(f),(g),(h),(i), (j) teaching Part 1, paragraph 4 assessment	NMS 18 (Activities and free time)	1.1-1.12 1.12-1.20 2.1-2.20 3.42 3.77 3.108
Section 3: Pupils' physical and mental health and wellbeing		
ISSR Part/Paragraph	**NMS**	**EYFS**
Part 1, 2(1)(a) and (b), (curriculum stem) Part 1, paragraphs 2A(1),(a)(b),(d),(e),(f) and (g) RSE Part 1, paragraph 2(2)(d) personal and health only Part 1, paragraph 2A(2) and 2(A)(3) RSE consent Part 2, paragraphs 5(b)(i), spiritual and moral only (self) Part 3, paragraphs 9, 10, 11, 12, 13, 14, 15, 16A behaviour, bullying, H&S, fire, first aid and attendance, restrictive interventions, including reasonable force and seclusion Part 5 all paragraphs premises and accommodation	NMS 4 (Boarding accommodation) NMS 5 (Boarders' possessions) NMS 6 (Food and drink) NMS 7 (Boarders' health and wellbeing) NMS 8 (Supervision and welfare) NMS 9.1, 9.2 (Health and safety) NMS 10 (Fire safety) NMS 11.1 – 11.3 (Induction, travel and staff support) NMS 12 (Contact with parents) NMS 13 (Securing boarders' views) NMS 15 (Behaviour) NMS 16 (Bullying) NMS 17 (Promoting good relationships)	1.1-1.6 1.16-1.18 1.20 3.29 3.37-3.40 3.42-3.43 3.47 3.49 3.52-3.53 3.56 3.59-3.62 3.63-3.72 3.78-3.81 3.82 3.88 3.99- 3.100 3.104

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	NMS 20 (Staffing and supervision) NMS 21 (Prefects) NMS 22.3 (Guardianship promotes boarders' wellbeing)	
Section 4: Pupils' social and economic wellbeing and contribution to society, to include careers education		
ISSR Part/Paragraph	**NMS**	**EYFS**
Part 1, 2(1)(a) and (b), (curriculum stem) Part 1, paragraphs 2(2)(d), social and economic only Part 1, 2(2)(e) and (i) career and preparation for British society Part 2, paragraphs 5(a),(b)(ii),(iii),(iv)(v),(vi),(vii) social and cultural (self and society) Part 2, paragraphs 5(c) and (d) partisan views	NMS 3 (Inclusion, Equality and Diversity)	1.1-1.6 1.20
Safeguarding		
ISSR Part/Paragraph	**NMS**	**EYFS**
Part 3, paragraphs 7(a)and (b) safeguarding Part 3, paragraphs 8(a) and b) Part 4 all paragraphs suitability	NMS 8 (Safeguarding) NMS 11.4 – 11.6 (Independent listener, contacts and advocacy) NMS 19 (Recruitment and checks on adults) NMS 22 (Educational guardians) (N.B 22.3 included in Section 3) NMS 23 (Lodgings and host families)	1.19 3.1-3.27 3.86 3.89 3.95-3.98 3.31-3.33

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ISI sections at a glance

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 (including data protection complaints, Data protection Act 2018

Take effective action where necessary

Governance assures that standards are met

Equality Act requirements

Performance shared with parents

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

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 including statutory guidance on mobile phones in schools

Statutory guidance on restrictive interventions, including reasonable force

Anti-bullying strategy

Premises and accommodation Supervision

Admission and attendance including statutory guidance on working together to improve school 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

Safeguarding

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Change Log

Version date	**Page and paragraph**	**Change**
7 July 2023	Page 8, para 16	…prize giving, discussions with governors, school leaders, staff and pupils. ...prize giving, open day/evening presentations and tours.
7 July 2023	Page 9, para 23	Removal of reference to case studies to aid clarification
7 July 2023	Page 15, paras 57 and 58	Added: There may be, by exception only, occasions when names must be recorded as directed by Senior Directors at ISI. Removed: Inspectors must not record the names of individuals in the inspection evidence.
7 July 2023	Page 18, para 78	Addition of the following into the pre-inspection call: explanation that the inspection team room will be the means of communication with the school and will enable the exchange of any documents as required Addition of requirement for inspectors to hold discussions with single sex groups in co-educational schools that include secondary-aged pupils
7 July 2023	Page 19, para 79	During the pre-inspection call with the school, the reporting inspector will request that schools upload the following information to the inspection virtual team room: details of the aims, characteristics and context of the school confirmation of the name of all proprietors of the school teaching timetables that teachers use and have available

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		a list of staff of the school details of any relevant staff absence the number of pupils with special educational needs and or disabilities (SEND) and the nature of their needs and the number of pupils with a EHC plan the number of pupils who may speak English as an additional language and their level of English acquisition the regulatory audit (if available)
7 July 2023	Page 20, para 80	Addition of the school's record of complaints to the list of information likely to be required during the onsite inspection
7 July 2023	Pages 29, 37, 41, 48, 52	Amendment of the record of some Standards to reflect changes in legislation (for instance to NMS)
7 July 2023	Page 34, para 113	Addition of 'available on the school's website' onto top left hexagon
7 July 2023	Page 38, para 116	Addition of the school's regulatory audit (if available)
7 July 2023	Page 46, para 123	The use of bold in the recruitment checks table has been amended
7 July 2023	Page 56, para 127	Bottom right hexagon changed to 'Records and observations of individual children'
7 July 2023	Pages 56, 57, paras 129 and 132	Amendment to reflect that boarding and early years will be reported in the relevant section of the report and not in discreet sections
7 July 2023	Page 58	Addition of EYFS requirements to the mapping document
1 September 2023	Front cover	"Draft" removed
11 September 2023	Page 12, para 43	Addition of "On the final afternoon of the inspection, the inspection plan will allow sufficient time for the final team meeting when inspectors will reach the inspection judgements and draw together the feedback to school leaders, proprietors and/or governors."

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11 September 2023	Page 15, para 61	Addition of 'virtual' in front of 'team room'
11 September 2023	Page 16 – 17, para 68	In the days preceding notification of the inspection, the reporting inspector will convene a virtual team meeting at a time that is suitable for all members of the team to attend. The reporting inspector will: • brief the inspection team sharing pre-inspection information • provide guidance about how to use the virtual team room on ISI's portal and explain that all communication should be made through the virtual team room and not by email • provide guidance about how to use and complete the inspection activity forms and evaluative summaries, which must be completed following each inspection activity • explain that the prompts provided in the inspection activity forms are provided for guidance and that all inspectors must be familiar with the contents of the inspection framework and the inspection handbook, The Early years foundation stage statutory framework as well as Keeping Children Safe in Education and Working together to safeguard children. The reporting inspector may wish to provide the team with additional prompts based on the specific context of the school and the inspection. These can be provided on a document uploaded to the inspectors' section of the virtual team room.
11 September 2023	Page 18, para 78	Addition of: • explanation of the pupil inspection notices and how these should be displayed in several prominent areas of the school where pupils are likely to see them
11 September 2023	Page 19, para 78	Deletion of 'confirmation for display of the inspection notices around the school for pupils to see'
11 September 2023	Page 19, para 78	'Team room' renamed as 'inspector base'

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11 September 2023	Page 19, para 78	Addition of 'virtual' before 'team room' Removal of 'tracker' from 'regulatory audit tracker'
11 September 2023	Page 20, para 83	Addition of 'Inspectors will share the headline data from the pupil survey responses with the headteacher as well as any relevant themes emerging from the free text responses. However, inspectors will ensure that any information shared with the headteacher does not compromise the confidentiality of responses.'
11 September 2023	Page 26, para 109	Addition of 'Inspectors will want to be assured that the school is fulfilling its duties under schedule 10 of the Equality Act 2010 including by meeting the requirement for disability access plans'
11 September 2023	Page 31, table	Addition of 'Does the school fulfil its duties under schedule 10 of the Equality Act 2010?' under 'Other legislation'
11 September 2023	Page 58, mapping of standards	The introduction has been changed to include: 'The standards are mapped for reporting purposes. This mapping indicates the sections of the report where focus areas are most likely to be reported. During inspection there may be overlap between standards and areas of the framework. This aligns with our thematic approach to inspection. The reporting of systemic areas contained in paragraphs 3 (teaching), 4 (framework for pupils' performance) and 5 (SMSC development) may be reported under any of Sections 2, 3 or 4 of the report depending on the inspection evidence.' Section 1 now includes: Does the school fulfil its duties under schedule 10 of the Equality Act 2010?
11 September 2023	Page 61	Addition of 'framework at a glance' diagram
16 April 2024	Page 9, para 20	Addition of: Inspectors will act with professionalism and sensitivity at all times in line with the inspector code of conduct. If the reporting inspector becomes aware of staff undergoing exceptional stress during an inspection they should call a member of the duty team for advice.

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		If a member of school staff is undergoing exceptional stress during an inspection they should let the reporting inspector know as quickly as possible. The reporting inspector will take advice from a senior member of ISI staff about the situation. If staff do not feel able to speak to the reporting inspector, they should telephone ISI on 0207 600 0100, explain that their school is currently being inspected and they are concerned for the headteacher's/their own wellbeing and ask to speak to a senior member of staff directly. The senior member of staff at ISI will listen carefully. Having discussed with the DfE, if possible, ISI will advise on the most appropriate way forward. If possible, school staff should let someone at the school know about their concern, and the proprietor/chair of governors. Inspectors will act with professionalism and sensitivity at all times, in line with the inspector code of conduct.
16 April 2024	Page 10, para 31	Addition of: Where pupils have special educational needs and/or disabilities (SEND), schools should ensure that prior to discussions with the pupils concerned, inspectors are aware of the nature of their needs and appropriate steps are taken to ensure that the pupils are prepared for the discussion.
16 April 2024	Page 13, para 43	Addition of: Inspectors may not arrive at the school earlier than 11:15 on the first day of the onsite inspection
16 April 2024	Page 13, paras 45-46	Details on the role on the shadow inspector and the monitor on the inspection team added in
16 April 2024	Page 14, para 53	Addition of: liaise immediately with senior staff at ISI if inspectors become aware that school staff are experiencing exceptional stress Addition of: refrain from any behaviour which may bring ISI into disrepute
16 April 2024	Page 16, para 61	Addition of: ensuring that inspectors are aware of any additional needs a pupil may have, their preferred means of communication and any support that they may require.

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16 April 2024	Page 18, para 76	Once the onsite inspection has started then a deferral is no longer possible. In exceptional circumstances, ISI can take the decision to pause an inspection. Either the reporting inspector or headteacher may request a pause by contacting ISI's head office. A senior member of ISI staff will consider any requests. ISI will seek the views of the headteacher when making a decision and will liaise with the DfE.
16 April 2024	Page 19, para 80	Addition of: sharing the phone number of ISI's head office, to be called should any serious issues or concerns arise on inspection which the headteacher feels they cannot raise with the reporting inspector. These might include where members of staff are experiencing extreme stress or anxiety Addition of: Reporting inspectors will remind headteachers that they can choose to have include actively reminding and encouraging headteachers to have someone accompanying them when they meet with inspectors at keeping-in-touch meetings
16 April 2024	Page 21, para 85	Addition of: Where pupils have special educational needs and/or disabilities /additional needs schools should ensure that prior to discussions with the pupils concerned, inspectors are aware of the nature of a pupil's needs and that appropriate steps have been taken to ensure that the pupil is prepared for the discussion. This includes asking the pupil how they would prefer to communicate, where they feel comfortable talking to inspectors and whether they would like their usual teaching assistant/teacher to be present during the discussion.
16 April 2024	Page 21, para 88	Addition of: Inspectors will reach a judgement about whether Standards are met in each section of the framework. Inspectors will consider the judgement for section one (leadership and management, and governance) after reaching judgements for sections two, three, four and safeguarding
16 April 2024	Page 22, para 91	Addition of: It should be made clear that provisional judgements can be shared with close family, the school staff, the school's governors and proprietor, the school's association and mental health

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		professionals. Provisional judgements should not be shared more widely at this point because they are still subject to the quality assurance process
16 April 2024	Page 58, paras 127-136	Additional information added to the evaluating early years provision section. This includes the removal / reordering of some content from previous versions.
16 April 2024	Page 61	Updates to mapping of EYFS standards to reflect recent changes from Department for Education
16 April 2024	Page 63, section three mapping	Addition of NMS 8 into NMS column
16 April 2024	Page 64	Updated version of sections at a glance poster
1 September 2024	Page 12, para 37	Additional detail around the decision-making process for inspectors to consider whether a relative weakness or minor error amounts to a failure to meet one or more of the Standards
1 September 2024	Page 14, para 52	Addition of: “If any member of an inspection team wishes to raise a concern about an aspect of inspection, they should speak to the reporting inspector in the first instance. If this is not possible or if the inspector would prefer to speak to a senior member of staff at ISI, they should telephone ISI on 020 7600 0100.”
1 September 2024	Page 18, para 70	Addition of: draw on the expertise and experience of the inspection team to allocate areas of inspection focus for each team inspector. Team inspectors with no teaching experience may not conduct lesson observations, discussions with pupils or other inspection activities related to pupils’ education.
1 September 2024	Page 19, para 79	Addition of: “During the pre-inspection call, the reporting inspector will clearly outline the process for raising any issues during the onsite inspection. This will confirm that raising any issues will not adversely affect any inspection outcome. On inspection, the reporting inspector will provide the headteacher with the phone number for ISI’s head office (0207 600 0100). The headteacher or senior leader may phone this number to request a call back from a senior

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		member of ISI staff during the onsite inspection. This number if provided so that the headteacher or senior leader can let ISI know if they have serious concerns that they feel unable to raise directly with the reporting inspector."
1 September 2024	Page 23, paragraph 94	Additional detail on the process for the reporting inspector contacting a duty team member to provide quality assurance on provisional judgements at the end of the onsite inspection.
1 September 2024	Page 24, paragraph 101	Change to the number of days a school has to raise an informal stage one complaint following the end of the onsite inspection.
1 September 2024	Page 25, paragraph 102	Updates to the indicative timeline.
1 September 2024	Page 58, paragraph 128	Reference and link to ISI's handbook for inspections of Ofsted registered early years settings.
1 September 2024	Pages 60-64	Updates to mapping of EYFS standards to reflect recent changes from the Department for Education.
4 November 2024	Page 44	Updated reference to the School Attendance (Pupil Registration) (England) Regulations 2024.
4 November 2024	Page 23-25	Update to arrangements for the end of onsite inspection feedback.
9 December 2024	Page 12	Deletion of paragraphs repeating information now in paras 37, 38 and 39.
1 September 2025	Title page	Updated title for clarification in relation to early years.
1 September 2025	Page 17	Added reference to attendance policy to reflect statutory requirements.
1 September 2025	Page 12	Diagram updated for clarity.
1 September 2025	Page 22	Text updated for clarity.

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1 September 2025	Pages 29-30	Text updated to clarify the focus of the discussion between inspectors and school leaders.
1 September 2025	Pages 26-27	Updates for clarification of process and timescales to refer consistently to term-time working days in relation to school timelines.
1 September 2025	Page 23	Update for clarity to arrangements for the end of onsite inspection feedback.
1 September 2025	Page 25	Update for clarity in relation to the role of the inspector on duty.
1 September 2025	Pages 63-65	Updates to mapping of EYFS standards to reflect recent changes from the Department for Education.
1 September 2026	Page 1-end	Date updated to September 2026
1 September 2026	Page 5	Paragraph 3 and paragraph 4
1September 2026	Page 6	Paragraph 10 updated 'The report for the registered early years provision will usually be published at the same time as the linked school inspection report.'
1 September 2026	Page 9	Paragraph 26 updated 'A member of the inspection team will usually accompany the reporting inspector…..'
1 September 2026	Page 12	Footnote to paragraph 48 to reflect new Standard 32A and related statutory guidance.
1 September 2026	Page 15	Paragraph 66 updated to reflect new Standard 16A including footnote with links to statutory guidance.
1 September 2026	Page 15	'All inspectors must have deep knowledge and understanding of…' List of documentation updated
1 September 2026	Page 16	New title added 'Useful non-statutory guidance' and list of documentation updated
1 September 2026	Page 17	Paragraph 67 'previous inspection reports' clarified by additional wording 'which are published and maintained within the required timeframe on the school website (if there is one)
1 September 2026	Page 17	Paragraph 68 updated to include '. Inspectors must clearly record evidence that they gather and evaluate evidence …'

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1 September 2026	Page 22	Paragraph 82 updated to include: 'records in relation to restrictive interventions, use of reasonable force and seclusion of pupils.'
1 September 2026	Page 31	Paragraph 123 updated to refer to: • 'the school's arrangements in relation to data protection and complaints section 164A of the Data Protection Act 2018 (June 2026) • School policies updated 'This includes the school's procedures in relation to the Schools (Recording and Reporting of Seclusion and Restraint)(No.2)(England) Regulations 2025, Standard 32A (April 2026) • 'discussions with leaders' updated to 'discussions with leaders about arrangements for restrictive interventions, including the use of reasonable force (April 2026)
1 September 2026	Page 37	New bullet point added: • inspectors will be interested in how pupils, according to their ability, are being 'actively pushed' towards increased achievement by the teaching they receive
1 September 2026	Page 37	• 'discussions with teachers including any subject leaders to explore curriculum provision and assessment processes.' Added clarification 'In the teaching of subjects relating to SMSC, inspectors will be interested to hear how the resources for teaching are of a sufficient range to fulfil the requirements of the SMSC standard, for example, by representing a range of views' Two paragraphs added: • inspectors will be interested to understand how the school pays regard to protected characteristics, of which pupils are made aware (when age appropriate) • in cases where school separate either pupils or staff, or both, by sex, inspectors will be interested to understand how leaders are

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		assured that the school fulfils their duty under the Equality Act 2010
1 September 2026	Page 41	Paragraph 130, bullet points added: • discussions with leaders to understand how the school actively helps their pupils to develop into self-assured, confident, happy, positive young people • Additional wording added 'Inspectors will be interested to understand how the school has prepared pupils for life in modern Britain and how the curriculum is delivered in a sensitive, balanced and factual way' • Additional wording added 'documentary evidence of how the written behaviour policy is implemented in practice including the DfE's advice that all schools should be mobile phone-free environments by default • 'scrutiny of the school's admission and attendance registers' additional wording added 'to consider how leaders manage and improve attendance' - Additional bullet point 'where applicable, systems to accommodate pupils from another school on its own premises, or to accommodate pupils off-site. If an accommodation agency is used, inspectors will consider whether the agency is acting for the parents or for the school'
1 September 2026	Page 48	Paragraph 133, new bullet points added: - know and understand how public institutions (for example, Parliament) and services (for example, healthcare) operate - respect and understand the importance of public institutions and services to life in a modern, civilised society - 'each' added to 'understand and respect each of the fundamental British values' New bullet point added: • discussions with leaders to hear how the school encourages respect for English civil and criminal law • Additional wording added 'Inspectors will be interested to hear about the school's strategy to

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		actively promote and to embed the fundamental British values and how leaders evaluate the impact of this strategy through their work with pupils' New bullet point added: • 'inspectors will be interested to hear from pupils about their understanding of the careers options available to enable them to succeed in adult life'
1 September 2026	Page 51	Paragraph 137- additional wording added: • review of the safeguarding policies of the school (including for child protection, extremism and internet safety with a description of the use of filters and monitoring of usage) and the implementation of these policies
1 September 2026	Page 65	34A Standard (April 2026) added
1 September 2026	Page 66	16A Standard (April 2026) added
1 September 2026	Pages 66-70	This table has been updated this in line with Framework changes (Updated EYFS from September 2026).

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