

Inspection Framework

The Framework sets out how ISI inspects independent schools in England, including residential (boarding) schools and registered early years settings.

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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Section A – The Work of the Independent Schools Inspectorate

What ISI does

The Independent Schools Inspectorate (ISI) is a body approved for the purpose of inspection under Section 106 of the Education and Skills Act 2008. As such, ISI reports to the Department for Education (DfE) on the extent to which schools meet statutory requirements. ISI is also approved by the DfE to inspect under its arrangements for British Schools Overseas (BSO) and by the Home Office under its Educational Oversight arrangements for private further education colleges in England and Wales. ISI is an independent agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). It is not a membership body or representative organisation for any school, college or group.

Inspection of schools

ISI inspects all provision run by the Proprietor of a school, including registered Early Years Foundation Stage (EYFS) and boarding provision.

ISI inspection is for the benefit of the pupils in the schools and seeks to improve the quality and effectiveness of their education and of their care and welfare. Inspection also provides objective and reliable reports on the quality of schools and, by placing reports in the public domain, makes the information available to parents, government, Associations and the wider community. In this way, it helps schools, their staff and governors/proprietors to recognise and build on their strengths and to identify and remedy any deficiencies.

ISI inspections of independent schools are required to:

- report to the DfE the extent to which Association schools comply with the Education (Independent School Standards) Regulations 2014 (referred to as the ‘regulatory requirements’);
- where applicable, report to Ofsted on the quality of registered Early Years Foundation Stage provision (in practice, whether the EYFS Statutory Framework requirements are met);
- where applicable, report to the DfE the extent to which schools meet their statutory duty to safeguard and promote the welfare of children for which the school provides accommodation (in practice, whether the National Minimum Standards for Boarding Schools (2015) are met);
- help schools to improve and inform ISC Associations whether their member schools maintain the quality of provision expected; and
- inform parents, pupils and the public of the quality of schools.

In addition to routine inspections carried out under this Framework, the DfE can also request an inspection of a school at any time; for example, where it has particular concerns about a school.

Separate arrangements apply to the inspection of schools outside England and private further education colleges.

Registration of schools with DfE and Ofsted

All independent schools in England that provide for children of compulsory school age must be registered with the Department for Education (DfE). In addition, under the requirements of the Childcare Act 2006, independent schools offering provision for children under the age of two must register their provision on Ofsted’s Early Years Register.

Inspection principles

ISI inspections:

- report on the quality of outcomes for pupils and the extent to which regulatory requirements are met;
- report on the fulfilment of aims and the distinctiveness of each school;
- support school development and improvement;
- take account of any self-evaluation by those inspected;
- include clear and helpful oral feedback to schools;
- incorporate the principle of ‘peer review’;
- are carried out impartially by those with sufficient expertise, relevant professional training and first-hand experience.

Quality assurance measures are employed at each stage of the inspection process to ensure that these principles are met and to identify areas for improvement.

Frequency and notification of inspections

All schools will have an inspection within three years from April 2016. The Framework provides for two types of routine inspection: regulatory compliance only; or inspection of educational quality with focused compliance. In order to ensure that resources are most effectively deployed, the type and timing of inspection will be determined by a number of factors including legislative requirements and an assessment of risk.

Schools are notified of the inspection no more than two days before the inspection is due to start. Occasionally, DfE may request that ISI carry out inspections at no notice.

In exceptional circumstances, schools may request a deferral and such requests require approval from the DfE. Normally, deferral requests are not accepted unless the reasons for deferral mean that pupils will not be present at the school.

Schools that do not meet all of the required standards, including for the quality of provision or outcomes for pupils, may also have a monitoring visit before their next inspection to consider if they have made suitable progress in remedying the deficiencies.

This framework applies to routine inspections only and does not apply to other inspections that ISI undertakes at the request of the DfE. Guidance on other visits (emergency visits, progress monitoring visits and material change visits), is available separately.

Code of conduct for inspectors

Inspectors are required to adhere to the Code of conduct set out below. They should uphold the highest professional standards in relation to all who are involved in the process before, during and after the inspection. Inspectors should:

- act in the best interests of the pupils at the school;
- carry out their work with professionalism, integrity and courtesy;
- evaluate the work of the school objectively and impartially;
- report fairly and without favour;
- base all evaluations on clear and secure evidence;
- communicate sensitively, clearly and objectively at all times;
- respect the confidentiality of information received and judgements made before, during and after the inspection;

- declare all actual and perceived conflicts of interest;
- at all times adhere to the requirements outlined in the Inspection Framework, associated guidance and ISI directions, including this Code of conduct;
- pay close regard to and prioritise legal requirements for safeguarding the welfare of children;
- only use their inspector designation in relation to work conducted for ISI.

Guidelines for schools

Those involved in inspection should:

- treat inspectors with professionalism, integrity and courtesy, and take all reasonable steps to facilitate their work in school;
- provide open and objective information on the school and communicate clearly in response to questions;
- co-operate with inspectors in the best interests of the pupils at the school, raising any concerns promptly in a constructive manner;
- respect the confidentiality of information about the inspection and inspectors;
- seek to understand the Inspection Framework and to assist inspectors in fulfilling its requirements;
- respect the inspectors' need to make direct observations and to talk with staff and pupils.
- make available as required supporting data and documentation.

Principles to ensure the quality of inspections and reports

Inspection teams must ensure that their judgements are:

- *first-hand*, in that they are based primarily on direct observation;
- *valid*, in that they are supported by the evidence gathered by the inspectors;
- *comprehensive*, in that they cover all the aspects of the school set out in the ISI Inspection schedule;
- *corporate*, in that conclusions about the school as a whole reflect the collective view of the inspection team;
- *even-handed*, in that they accurately express the correct evaluation of strengths and areas for improvement;
- *consistent*, in that the evaluations from inspection evidence do not contradict one another;
- *reliable*, in that they are based on consistent application of the inspection guidance and the ISI Inspection schedule, including the evaluative criteria for educational quality inspections;
- *objective*, in that schools' compliance with the regulatory requirements and the fulfilment of its aims, as reflected in outcomes for pupils, are fully and fairly judged.

Use of evidence

In order that a team's judgements may meet the quality criteria, they are based as far as possible on first-hand evidence, which includes that gathered from the following activities:

- observation of lessons and scrutiny of pupils' written and other work;
- consultation with pupils;

- discussion with the chair of governors, the proprietor or governors' representative(s);
- in compliance matters, discussion with others involved in the work of the school as relevant to regulatory requirements;
- in educational quality aspects, discussion with relevant individuals who have responsibility for planning, implementing and evaluating the school's provision;
- the analysis of evidence including questionnaires provided by parents and pupils;
- the analysis of documentary evidence, including performance indicators and self-evaluation;
- evidence gathered as inspectors move about the school, which may include from discussion with staff, pupils and others.

Scale and requirements of inspections

Inspection teams are constructed to provide appropriate coverage of the Inspection schedule. They have regard to the school's educational character and priorities, including boarding and the Early Years Foundation Stage where relevant.

Inspection of Regulatory Compliance only

Regulatory compliance inspections (RCIs) begin with the analysis of the school's pre-inspection documentation, which begins prior to inspectors arriving at the school. As far as possible, regulatory policies are analysed from the school's website. The inspection is led by a professional reporting inspector (RI), supported, as necessary, by one or more team members, depending on the size and organisation of the school. Specialist inspectors may be added depending on the nature of the provision

The inspectors are in the school for a total of two days and oral feedback on their findings is given at the end of the inspection. A clear distinction is made between compliance with Regulations and any failure to meet them. Consequent action points are specified and explained as necessary.

Inspections of Focused Compliance as part of a combined visit

Inspection of the compliance elements of a combined visit immediately precedes those for educational quality and is reported on separately. All regulations relevant to the type of setting are included in reporting but inspection focuses in more detail on specified standards. These include standards and requirements relating to safeguarding, including measures to guard against bullying; arrangements to check the suitability of staff; the provision of information to parents; and the handling of parents' complaints. The specified areas of focus may be extended where evidence indicates a need for fuller inspection or at the request of the DfE. Arrangements for the inspection of registered early years settings for children aged under two are detailed separately.

The inspection begins with analysis of the school's pre-inspection documentation. As far as possible, regulatory policies are analysed from the school's website. Inspectors will carry out their initial analysis before they arrive at the school on the first day of the inspection visit and will also take into account questionnaire responses from parents and pupils. The inspection is led by a professional reporting inspector (RI), supported, as necessary, by one or more team members, depending on the size, nature and organisation of the school. Additional inspectors may be added to the team at any time if required.

ISI will normally contact the school by telephone to notify the headteacher of the inspection on the morning before the start of inspection, which begins at around lunchtime the following day. For most schools, notification of inspection will be given on Monday morning for inspection beginning at Tuesday lunchtime.

The visit begins with the inspection of focused compliance, which usually lasts for one day. Where the school has a registered setting for children aged under two, the inspection of the registered setting will begin at the

same time. At the end of the inspection of compliance, the team will provide oral feedback of its findings to the school. Feedback on the registered setting will be normally be given at the same time.

Compliance inspections do not provide value judgements on the broader quality of the education provided or on the achievements of the pupils other than where quality is indicated as part of the Regulation or Standard in question. Any setting including under-twos is different in this respect, where the registration authority (Ofsted) requires that quality is judged by reference to its own defined grades. For this reason, findings relating to registered early years settings are referred to in a separate section of the report.

Inspections of Educational Quality as part of a combined visit

Educational quality inspection focuses upon the two main outcomes: **pupils' achievement**, and their **personal development**. In so doing, inspection will identify the key features of the school's provision that contribute to those outcomes and help to explain why the outcomes are as they are.

Inspection teams are constructed to provide appropriate coverage of the Inspection schedule. They have regard to the school's educational character and priorities, including boarding and the Early Years Foundation Stage where relevant.

Educational quality inspections are preceded by a focused compliance inspection. The reporting inspector will be accompanied by additional team members from the second day of the visit. As previously described, inspectors will scrutinise the school's pre-inspection documentation before the start of the visit. The more detailed inspection of educational quality that forms the second part of the visit usually takes place over two days, though it may be shorter depending on the size and complexity of the school. The corporately agreed findings of the two key evaluations on the outcomes for pupils are reported to the school orally at the end of the inspection visit. Recommendations for development, which arise from the findings are identified and explained as necessary.

To evaluate the outcomes for pupils the inspection includes lesson observation, the evidence of pupils' written work, including that held electronically, and visits to extra-curricular activities and other school events. Inspectors interview pupils, and school leaders, managers and teachers to gather evidence related to outcomes for pupils. They consider the questionnaire responses from parents and pupils, the school's fulfilment of its aims and the distinctiveness of each school in evaluating pupils' achievement and personal development.

All-age schools have teams with appropriate experience for their early years, preparatory/junior and senior sections. Depending on the size, complexity and location of the different sections of the school, the RI may be supported by an assistant reporting inspector.

All inspectors and schools must declare any connectivity that might compromise, or appear to compromise, the integrity of the inspection. Failure to declare connectivity is regarded as a serious breach of the Code of conduct.

Schools with a single DfE registration are allocated one reporting inspector unless the school has previously made an arrangement with ISI for a second reporting inspector. In that situation, separate reports are issued. In the case of separate DfE registrations, separate reports must be issued.

Public reporting on inspection findings

The reporting inspector has the responsibility for drafting the written report on the basis of the team's agreed findings. The wording and grades are provisional until quality assurance procedures are completed and so inspection findings should only be shared once the school receives its copy of the final inspection report.

The report includes a clear indication of compliance and provides related explanation in accordance with the *Inspection schedule*. As in the oral feedback the wording of the report is deliberately factual. As far as possible, related comments are grouped together.

The report for a combined visit also includes a clear indication of the quality of the school's outcomes and provides related explanation in accordance with the *Inspection schedule*. The report will contain recommendations, highlighting areas for development.

In the **third** week after the end of the inspection, the school has the opportunity to point out any factual or other errors in the draft report. Copies of the published report are sent to the school within **five** weeks of the end of the inspection. The report is placed on the ISI website within **two** weeks of its issue to the school.

On receiving the final report, the school must publish a copy on its website and provide a copy to each parent and legal guardian within two weeks of receipt.

Section B – The Inspection Schedule – Inspection of Regulatory Compliance

How are the findings publicly reported?

Inspections focus on whether the Education (Independent School Standards) Regulations 2014 are met. Where applicable, there is also coverage of the National Minimum Standards for Boarding Schools. Coverage of the Statutory Framework for the Early Years Foundation Stage for children aged two and above is reported in relation to the corresponding school Regulations.

Where the school's Early Years Foundation Stage setting **includes children under the age of two**, registration with Ofsted is a requirement, and the inspection is according to the *EYFS Statutory Framework* and guidance issued by Ofsted, which includes judgements on the quality of the different aspects of the setting.

The writing of reports is such as to reflect each relevant requirement or grouping of requirements. The responses of pupils and parents to questionnaires are presented in the relevant sections of the report when they relate to reported findings.

Introduction

The introduction to the report includes:

- a) a preface explaining the role of ISI and the coverage of the inspection;
- b) a table setting out basic information about the school, including the number of pupils, the school's structure, ownership and governance.

Regulatory matters

The report will provide a Summary Evaluation of the regulatory compliance findings. In relation to each Part of the Regulations, as listed below, an overview is given of the main inspection findings. If the Regulations are met, reference may not always be made to all of the sub-parts. Where there is overlap between sections, the reporting comes in the optimum location and duplication is avoided.

In what follows, the requirements are noted for the main school and for boarding.

Part 1 Quality of education provided

The report covers, as applicable, the requirements relating to:

Curriculum:

ISSRs Part 1, paragraph 2;

Teaching:

ISSRs Part 1, paragraphs 3 and 4;

This section also includes information about pupils' achievements in national tests and examinations.

Part 2 Spiritual, moral, social and cultural [SMSC] development of pupils

As applicable, the report covers the requirements relating to SMSC:

ISSRs Part 2, paragraph 5;

NMS relating to securing boarders' views (NMS 17) and to prefects (NMS 19).

Part 3 Welfare, health and safety of pupils

As applicable, the report covers the requirements relating to pupils' welfare:

ISSRs Part 3, paragraphs 7 – 16, particularly those concerning safeguarding, child protection, behaviour, the prevention of bullying, securing pupils’ health and safety, and risk assessment;

NMS relating to support for boarders (NMS 2 – 4), their safety, fire precautions, food and drink (NMS 6 – 8), possessions, activities and free time (NMS 9 – 10), safeguarding, behaviour and relationships (NMS 11 – 12), staff recruitment and checks on adults (NMS 14.2 – 14.6), staffing and supervision (NMS 15), NMS 20 (Lodgings).

Other legislation:

concerning equalities: Equality Act, Schedule 10 and NMS 16;

the prohibition of corporal punishment: The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989.

Part 4 Suitability of staff, supply staff and proprietors

As applicable, the report covers the requirements concerning the appointment of staff, supply staff and proprietors, and the recording of recruitment checks in a single central register of appointments:

ISSRs Part 4, paragraphs 18 – 21: ISSR 18 (Staff), ISSR 19 (Supply staff), ISSR 20 (Proprietors), ISSR 21 ((Single central register of appointments);

NMS 14.1 (Staff recruitment).

Part 5 Premises of and accommodation at schools

The report covers the requirements that relate to the school premises, including:

ISSRs Part 5, paragraphs 23 – 30: ISSR 23 (Toilet and washing facilities), ISSR 24 (Medical accommodation), ISSR 25 (Health and safety), ISSR 26 (Acoustics), ISSR 27 (Lighting), ISSR 28 (Water), ISSR 29 (Outdoor space), ISSR 30 (Boarding accommodation);

NMS 5 (Boarding accommodation).

Part 6 Provision of information

The report covers the requirements concerning the provision of specified information to parents and parents of prospective pupils:

ISSRs Part 6, paragraph 32;

NMS 1 (Statement of boarding principles and practice).

Part 7 Manner in which complaints are handled

The report covers the requirements concerning the management of parental complaints:

ISSRs Part 7, paragraph 33;

NMS 18 (Complaints).

Part 8 Quality of leadership in and management of schools

The report covers the requirements regarding leadership and management of the school:

ISSRs Part 8, paragraph 34;

NMS 13 (Management and development of boarding).

Action points

Where a school does not meet the required regulatory standards then the report includes a list of the action(s) that the school must take in order to meet those standard(s).

Section C – The Inspection Schedule – Inspection of Educational Quality

How are the findings publicly reported?

Educational quality inspections focus on the outcomes for pupils in terms of their **achievement** and in their **personal development**.

The responses of pupils and parents to questionnaires are presented in the relevant sections of the report.

Introduction

The introduction includes the following:

- a) a table setting out basic information about the school and the number of pupils;
- b) background information about the school, its structure, aims, ownership and governance, and about the pupils' background and abilities;
- c) a preface explaining the role of ISI and the coverage of the inspection.

Evaluations of the quality of the outcomes for pupils

The report will provide a summative evaluation for the quality of outcomes in terms of the pupils' academic and other achievements, and in their personal development. In each aspect, key strengths and areas for development will be explained by reference to relevant areas of the school's provision and in relation to the school's stated aims and mission. The report will not contain evaluations of all aspects of its provision but will concentrate on those that have a significant impact on outcomes for pupils.

In reviewing the pupils' **achievement**, inspectors will evaluate the extent to which all groups of pupils, whether grouped by age, ability or need, make progress in relation to their individual starting points in terms of:

- change in their attainment levels over time, including evidence from externally standardised tests and examination results;
- development of their knowledge, understanding and skills across the areas of learning (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education);
- development of their competence in communication (speaking, listening, reading and writing) and its application to other areas of learning;
- development of their competence in numeracy and the application of their knowledge and skills in mathematics to other areas of learning;
- development of their competence in information and communication technology and its application to other areas of learning;
- development of their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, for example, to analyse, hypothesise and synthesise;
- their achievements in scholarships and competitions, other academic distinctions, and success in sports, the performing and other arts; and
- their attitudes towards learning, including their ability to demonstrate initiative and independence, their competence in working collaboratively and the extent to which they take leadership in their learning.

Inspectors will explain the most significant strengths and areas for development within these outcomes with reference to the contribution made in relevant areas of:

- the curriculum and other opportunities and, in particular, how well they provide for the individual needs of the pupils;
- teaching, particularly in terms of the planning for, and delivery of, learning opportunities that enhance progress for all pupils;
- information handling, particularly in terms of identifying how well individual pupils are performing against expectations for their age and capabilities, monitoring their progress over time and evaluating all their achievements, including the non-academic, and communicating this information to parents and pupils;
- resource provision, particularly in terms of suitably qualified and trained staff and the availability of appropriate learning materials, equipment and facilities; and
- management of evaluation, planning, implementation and monitoring that ensure that good progress is assured for all pupils.

In reviewing the pupils' **personal development**, inspectors will evaluate the extent to which pupils, as relevant to their age and ability:

- develop their self-esteem, self-confidence and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives;
- understand that the decisions they make are important determinants of their own success and well-being;
- develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other;
- distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others;
- are socially aware and so are able to work effectively with others, including to solve problems and achieve common goals;
- fulfil responsibilities and contribute positively to the lives of others within the school, including in boarding, the local community and wider society;
- respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions;
- know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle.

Inspectors will explain the most significant strengths and areas for development within these outcomes with reference to relevant aspects of:

- the curriculum provided, including personal, social, health and economic education;
- the extra-curricular activities provided and the pupils' participation in them;
- the role models provided by teachers and other adults in the school and the learning environment created;
- opportunities for pupils to experience and develop independence, responsibility and leadership and the ability to make informed choices that will affect their future;
- the effective promotion of positive behaviour within a wider culture of welfare that has regard to identifying and responding to individuals' needs and views;

- where relevant, the role of boarding in personal development;
- resource provision, particularly in terms of suitably qualified and effectively trained staff, and the availability of appropriate accommodation and facilities; and
- processes of monitoring, evaluation, planning and implementation that ensure that good personal development is assured for all pupils.

Inspection evidence

The report concludes with a section which outlines the inspection activities used to gather evidence for the inspection judgements and the report, together with a list of inspectors.

Section D – The Inspection Schedule – Registered EYFS Settings

Registered EYFS settings (if applicable):

Provision for children under the age of two in a registered setting is made in accordance with the requirements of Ofsted's *Education Inspection Framework* and associated guidance. Reporting for registered provision forms a discrete section of the school's compliance report. Compliance with the EYFS framework for children aged two to five is reported in the main school's compliance report. Outcomes for these children are taken into consideration when making judgements for the whole school and are reported in the main school's EQI report.

Reporting for registered settings includes judgements on the quality of each of the five different aspects as follows:

Reporting arrangements for the Registered Early Years Foundation Stage

Overall effectiveness: the quality and standards of the early years provision

Inspectors must use all their evidence to evaluate what it is like to be a child in the provision. Inspectors should take account of all the judgements made across the evaluation schedule. In particular, they should consider:

- the extent to which leaders and providers plan, design and implement the EYFS curriculum;
- the extent to which the curriculum and care practices that the setting provides meet the needs of the range of children who attend, particularly children with SEND;
- the progress children make in their learning and development relative to their starting points, and their readiness for the next stage of their education;
- children's personal and emotional development, including whether they feel safe and are secure and happy;
- whether the requirements for children's safeguarding and welfare have been fully met and there is a shared understanding of and responsibility for protecting children;
- the effectiveness of leadership and management in evaluating practice and securing continuous development that improves children's education.

Quality of education

Inspectors will evaluate how well:

- leaders assure themselves that the setting's curriculum (educational programmes) intentions are met and are sufficiently challenging for the children it serves;
- leaders use additional funding, including the early years pupil premium where applicable, and measure its impact on disadvantaged children's outcomes;
- practitioners ensure that the content, sequencing and progression in the areas of learning are secured and whether they demand enough of children;
- children develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning;
- the provider's curriculum prepares children for their next stage.

Inspectors will apply the following principles when evaluating the quality of education:

- **Intent** – EYFS curriculum design; coverage and appropriateness;

- **Implementation** – EYFS curriculum delivery; teaching (pedagogy); assessment (formative and summative);
- **Impact** – children’s attainment and progress; knowledge and skills; readiness for next stage of education.

Cultural Capital

The revised framework introduces cultural capital: the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.

Some children arrive at an early years’ setting with different experiences from others, in their learning and play. What a setting does, through its EYFS curriculum and interactions with practitioners, potentially makes all the difference for children. It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning.

Behaviour and attitudes

Inspectors will consider the ways in which children demonstrate their attitudes and behaviour through the **characteristics of effective learning**:

- **playing and exploring** – engagement (finding out and exploring; playing with what they know; being willing to ‘have a go’)
- **active learning** – motivation (being involved and concentrating; keeping trying; enjoying achieving what they set out to do)
- **creating and thinking critically** – thinking (having their own ideas; making links; choosing ways to do things)

Although attendance at the setting is not mandatory, inspectors will explore how well providers work with parents to promote children’s attendance so that the children form good habits for future learning. In particular, inspectors will consider the attendance of children for whom the provider receives early years pupil premium.

Inspectors will consider the extent to which leaders and practitioners support children’s behaviour and attitudes, including how the provision helps children to manage their own feelings and behaviour, and how to relate to others. In doing so, inspectors must be mindful of the **ages and stages of development** of the children in the setting.

Personal development

Inspectors will evaluate the extent to which the provision is successfully promoting children’s personal development. Inspectors must use their professional judgement to consider the effectiveness of the provision on children’s all-round development. In doing so, inspectors must be mindful of the **ages and stages of development** of the children in the setting.

A range of evidence will be gathered from across the reporting criteria to support the judgement. Such evidence will include, but not exclusively:

- the curriculum and the effectiveness of care practices that support and promote children’s emotional security and development of their character;
- the curriculum and the effectiveness of care practices that promote children’s confidence, resilience and independence;

- how practitioners teach children to take appropriate risks and challenges as they play and learn both inside and outdoors, supporting their physical and emotional health;
- well-established systems, such as the key person system, which help children form secure attachments and promote their well-being and independence;
- provision for good health, through diet and a range of opportunities for physically active play, both inside and outdoors;
- practitioner support which enables children to gain an effective understanding of when they may be at risk, including using digital technology;
- the consistent implementation of policies and procedures, including how effectively the setting meets the EYFS statutory requirements for safeguarding, welfare, learning and development;
- hygiene practices that meet the personal needs of children of all ages appropriately and teach them to become increasingly independent in managing their personal needs;
- provision that prepares children for life in modern Britain: respect, positive contribution; development of fundamental British values; developing understanding and appreciation of diversity and differing needs within a community.

Leadership and management

Inspectors will evaluate evidence from the range of different inspection activities when considering the effectiveness of leadership and management. Such evidence will include:

- the extent to which leaders demonstrate an ambitious vision for providing high-quality inclusive care and education for all children and realise this through shared values, policy and practice;
- professional development arrangements for practitioners, which build knowledge over time and translate into improvements in the teaching of the curriculum;
- the extent to which leaders provide supervision and support staff well-being and work-related issues;
- the integrity of leadership in ensuring that all children, particularly those with SEND are appropriately supported for their individual needs;
- the effectiveness of leaders in engaging with children, their parents and others in the community, including schools and other local services;
- the effectiveness of governance vision and strategy to hold senior leaders and managers to account for the quality of care and education, and to ensure that resources are managed sustainably, effectively and efficiently;
- the extent to which leaders fulfil their statutory duties; for example, under the Equality Act 2010 and other duties and in relation to the 'Prevent' strategy and safeguarding and safer recruitment.

When reaching a judgement for each of the five criteria, inspectors will refer to the *Grade Descriptors for registered EYFS settings*. Further information can be found in the *ISI Guidance for Inspection of EYFS registered settings*.