

Online  
Version



# Ensuring Inspection Success with the New Framework

Reference  
Guide



Southworth Academic Services



## Welcome

Welcome to our Inspection Framework: Update Course. We are delighted to be delivering this course; since the inception of the Independent Schools Portal in 2015 it has been my vision to bring accessible, affordable CPD to School Leaders.

Delivered by John Southworth, a leading expert in this field, we are sure you will find the course hugely helpful and informative as you prepare your school for inspection.

I would also like to take this opportunity to ask for your support. The Independent Schools Portal is a small organisation - growing organically by word of mouth. If you can follow us on **LinkedIn** or mention us in posts we would be very grateful. We want to ensure that our CPD reaches as many in the sector as possible and indeed have a series of six complimentary webinars planned for school leaders next year.

We also offer consultancy to schools who many need a little additional support on a project - so please do get in touch if you think we can help. We would love to have an exploratory conversation with you. In the meantime we hope you enjoy today and you feel inspection ready by the end of it!

Best wishes

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Founder, Independent School Portal.

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# John Southworth



John, has over 20 years experience in education and over 10 years in headship in independent schools. He has held two headships and was most recently the Principal of MPW in London, before retiring from headship in 2023. After 20 years in the Army, John moved into education and was at The Perse School for a decade with roles covering careers, admissions, marketing and co-curricular.

John is an experienced inspector, and was the Chair of the Independent Schools Association. He is currently a primary school governor.

John is now an educational consultant and works for SchoolTV (a wellbeing and mental health platform) as an advisory board member and conducts school compliance inspection visits.

John supports schools to understand the inspection framework and how to be prepared for any forthcoming inspection visit. This has included help on compliance, health and safety, SCR and policy work.



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# Overview

New framework at <https://www.isi.net/framework-2023/>

Guiding principles:

- **Manageability**
- **Collaboration**
- **Typicality**
- **Proportionality**

Understanding what this means in practice

## Section 1: Leadership, management and governance

- Skills, knowledge and understanding of leaders, and the management of risk
- Covers current Leadership and Management, risk assessment, safeguarding, provision of information, complaints

## Section 2: Quality of education, training and recreation (to include pupil outcomes)

- Current curriculum, teaching, assessment
- To include much of what has been achievements
- Recreation and activities
- Particular protection of SEND

## Section 3: Pupils' physical and mental health and emotional wellbeing

- PSHE/RSE - consent
- 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence; anti-bullying / behaviour
- Health and Safety, Fire, First Aid, registers, accessibility
- Premises and accommodation

## Section 4: Pupils' social and economic education and contribution to society (careers)

- Curriculum, PSHE (social and economic), SMSC (society)
- Will also cover the ground in previous P6:
- Pupils' personal development: fulfil responsibilities and contribute positively to the lives of others within ...the local community and wider society

## Section 5: Safeguarding

- Para 7 – Safeguarding and Para 8 (boarding)
- Para 18-21 (staff suitability) and 21a (SCR)

# Be prepared

“It is the responsibility of the proprietors and leaders of the school to ensure the Standards and other relevant regulations are met. ISI inspections evaluate and report publicly on the extent to which each school meets the Standards.”

*Draft Inspection Handbook (Apr23) – ISI*

## School Aims, Ethos and Culture

**Proprietors:** <https://www.get-information-schools.service.gov.uk>

## Website (provision of information)

### Pre-Inspection Info

- 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
- a list of staff of the school
- details of any relevant staff absence
- SEND, EHCP, EAL
- Regulatory audit (if completed)

### Required info: by start of inspection

- plans of the school premises
- the number of pupils in the school and their age range
- 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 school’s analysis of the progress and attainment of pupils
- curriculum plans and schemes of work
- current self-evaluation and school development planning information. (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
- safeguarding information including the single central register, a list of referrals to the designated person for safeguarding and to local authority or other services and records of child-on-child sexual harassment and sexual violence



## Planning for the phone call

- Briefing your reception team
- Establishing the right relationship
- Character, features, circumstances
- Regulatory issues
- Surveys
- Team base
- Arrangements for tours

## Sharing the burden

- Use your team wisely
- Regular updates and checks
- Rehearse



# Meeting the Standards

## Section 1: Leadership, management and governance

### Evidence:

- Discussions with proprietors/governors
- Meetings with leaders to discuss strengths/weaknesses and impact of plans
- Docs – eg SEF/SDP (if used)
- Discussions and docs relating to managing risk
- Discussions with pupils and staff about school culture
- Complaints procedure
- Website
- Boarding/EYFS leadership

### 16 – Risk Assessment

- the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy
- appropriate action is taken to reduce risks that are identified

### 32 – Provision of Information

- Provided/made available?
- Proprietor details
- Previous inspection report(s) to 2015
- EHC plans and LA contact
- Key policies

### 33 – Complaints

- Provided/made available? – how do I know?
- No of complaints in past year
- 3 stages
- Independent panel member?

### 34 – Leadership and Management

- demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
- fulfil their responsibilities effectively so that the independent school standards are met consistently;
- actively promote the wellbeing of pupils
- Does the school reject the use of corporal punishment?

Related NMS/EYFS



## Section 2: Quality of education, training and recreation (to include pupil outcomes)

### Evidence

- 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 any underperformance of any pupils
- documentary evidence to understand and evaluate the school's curriculum provision
- direct observations of teaching and learning across a range of subjects and year groups
- scrutiny of pupils' work including with staff and pupils to include work that is held digitally
- responses to ISI inspection surveys for pupils, staff and parents
- discussions with staff who oversee and teach pupils with special educational needs and/or disabilities (SEND), including case studies chosen by inspectors onsite. Inspectors will be interested to understand how the school supports pupils with SEND and how it measures the impact of any support on the progress of pupils. Inspectors will remember that pupils with SEND can have a range of diverse needs, they cannot be viewed as a homogenous group. For this reason inspectors will take a case study approach

### SEND considerations

#### Collaborative methodologies

These may include reviewing pupils' work, joint lesson walks, discussion of case studies based on existing records and evidence, and tours of the school premises to consider related Standards.

#### Curriculum

- 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
- that pupils acquire speaking, listening, literacy and numeracy skills
- that all pupils have the opportunity to learn and make progress
- 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
- where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs





### Teaching (3)

- 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
- 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
- involves well-planned lessons and effective teaching methods, activities and management of class time
- 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
- demonstrates good knowledge and understanding of the subject matter being taught
- utilises effectively classroom resources of a good quality, quantity and range
- teaching 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, and;
- (4) 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
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly
- 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

Related NMS/EYFS

Planning Ahead...



## Section 3: Pupils' physical and mental health and emotional wellbeing

### Evidence

- Discussions with proprietors/governors
- Meetings with leaders to discuss curriculum provision/premises related matters
- Docs – eg pupil work, policies
- Lesson observations
- Incident logs (bullying/behaviour)
- Admissions/attendance registers
- Disability Access Plan

### 2 – Curriculum

- the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, ... is drawn up and implemented effectively, and
- 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
- 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
- RSE – policy and consultation
- PSHE – school aims and protected characteristics

### 5 – SMSC

- self-knowledge, self-esteem, self-confidence

### 9 – Behaviour

- Implementation of policy and record of serious sanctions

### 10 – Anti-bullying

- 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 – Health and Safety

- 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- Fire

- proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005

### 13 – First Aid

- administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy

### 14- Supervision

- pupils are properly supervised through appropriate deployment of school staff

### 15 – Registers

- admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006



## 22-29 Premises

- Toilets, changing and showers
- Medical facilities, usage and equipment
- Maintenance
- Acoustics and lighting
- Water
- Outdoor space
- Disability access

## 17 – Accessibility Plan

- Timeframes, review

Related NMS/EYFS



## Section 4: Pupils' social and economic education and contribution to society, (to include careers)

### Evidence

Discussion with pupils – protected characteristics, cultural awareness, FBV

Careers - <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

### Curriculum

Takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a)

Pupils receiving secondary education, have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential

2(2)(i) - effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

### SMSC

5(b)(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 schools 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;

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;

Related NMS/EYFS

## Section 5: 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...”**

### Evidence

- Discussions with leaders and DSL
- Policy and procedures – including sampling of records

### Discussion with pupils

- to consider their understanding of how to keep themselves safe, including online, and their understanding of how they can seek help

### Discussion 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
- Evidence from questionnaires
- Check of SCR
- discussions with boarders and boarding staff
- to consider compliance with NMS related to safeguarding, independent listening, educational guardians, lodgings and host families

### 7 – Safeguarding (and 8 – safeguarding of boarders)

- such arrangements have regard to any guidance issued by the Secretary of State (KCSIE updates!)

### 18-21 – Suitability of staff

- Safer recruitment and checks (including supply and governors/proprietors)
- How checks are recorded? – SCR

Related NMS/EYFS



# Feedback and Reporting

**“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).”**

Inspectors will identify and report on the relative strengths and 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 report ‘tells the story’ of the school.

## Inspectors will:

- report whether Standards are met consistently or are unmet
- identify and report on any significant strengths of areas of the school
- 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
- report on any specific and serious and/or multiple failings in provision

## Significant Strengths

- A significant strength of provision must result in clear, demonstrable and highly beneficial impact for pupils
- School leaders will have identified and reviewed any potential for unintended consequences, for example negative impact or denial of opportunity for pupils who do not benefit from the particular aspect of provision. School leaders will have taken appropriate action in response.
- Evaluation of significant strengths lies with the inspection team and should not need signposting from the school's leadership
- Can apply to all areas except safeguarding

## Must fulfil the following criteria:

- shows a deep understanding of and aspiration for pupils’ development of knowledge, skills, and understanding
- is attributable to the knowledge, skills and decision making of leaders, managers and/or staff
- has very clear and highly beneficial impact for pupils involved, with consideration and mitigation of risk of detriment or denial of opportunity to other pupils



# Hints and Tips

