

SCHOOL INSPECTION SERVICE

Independent professional inspection of schools accredited as members of the Steiner Waldorf Schools Fellowship

HANDBOOK FOR INSPECTION: SECTION 3(c) (ii) [JCB2] REVISED

Date of this document: 01 January 2015

SCHOOL INFORMATION AND SELF EVALUATION FORM (SISEF)

This form will be used during s109(1) and (2) inspections of Steiner Waldorf schools conducted by the School Inspection Service (SIS).

Matters relating specifically to EYFS are contained in the section following the independent school regulations.

Name of school:

DfE number:

Status: Independent

Age range of pupils:

Number on roll (full-time pupils aged over 5): Boys: Girls: Total:

(part-time pupils aged over 5): Boys: Girls: Total:

Pupils aged under 5 (full-time): Boys: Girls: Total:

Pupils aged under 5 (part-time): Boys: Girls: Total:

Number of part-time pupils Boys: Girls: Total:

Number of pupils with a statement of special educational need (SEN): Boys: Girls: Total:

Address of school:

Telephone number:

Fax number:

Email address:

How many sites does the school occupy? If more than one, please include address/telephone details for all sites in the boxes above.

Name of the Chair of the College of Teachers:

Name of administrator:

Contact details of Chair of Trustees: Work Tel:

Home Tel:

Contact details of administrator:

Work Tel:

Home Tel:

Proprietor:

Date and type of last inspection by SIS (e.g. s162A/ s109/ monitoring inspection or monitoring visit):

 Where this symbol is shown, this information will need to be made available to inspectors during the inspection.

A check list of all the documents and information required is given at the end of this form.

INFORMATION ABOUT THE PUPILS AT THE SCHOOL (all schools)

NB: Please complete the number of bullet points throughout each section of this SISEF as appropriate to your school.

	Steiner Nomenclature	NC Year	Boys (FT)	Girls (FT)	Boys (PT)	Girls (PT)	Total
Under 3 years old	Kindergarten	Nursery					
3 - 4 years old	Kindergarten	EYFS					
4 - 5 years old	Kindergarten	EYFS					
5 – 6 years old	Kindergarten	Y1					
6 - 7 years old	Class 1	Y2					
7 - 11 years old	Classes 2 - 5	Y3 - Y6					
11 - 14 years old	Classes 6 - 8	Y7 - Y9					
14 - 16 years old	Classes 9 - 10	Y10 - Y11					
16 – 19 years old	Classes 11 - 14	Y12 –Y14					
Number of pupils with statements of SEN							
Number of pupils identified by the school with SEN or learning difficulties and/ or disabilities but not stated							
Number of pupils for whom English is an additional language (EAL)							
Number of pupils deemed by the school to be able/ gifted/ talented (AG&T)							

Are there any pupils who are taught in classes not of their chronological age? If so, please give details below (i.e. number and gender of pupils and which year group(s))

Steiner Schools: where pupils of compulsory school age attend part-time, please indicate where they are educated when not attending school

For all schools:

Special educational needs

Main identified needs of pupils with SEN / learning disabilities and/ or difficulties are:

-

Please outline the school's provision, or planned provision for AG&T pupils

-

!📄 Please make available during the inspection the following information about *each* pupil who has a statement of special educational need:

Name; date of birth; date of beginning of statement; date of admission to the school; funding authority/funding arrangements (if appropriate)

!📄 Please have available during the inspection information of the assessments/ individual education plans and details of learning support for each statemented pupil:

The school year and the school week

Please provide the following information:

Term dates (inclusive and including half terms) over the next 12 months

-

Other days when the school is closed during the next 12 months (e.g. training days)

-

What is the total number of days in the school's year?

What is the total teaching time per week for full time pupils at the school?
(this should **exclude** assemblies, break and lunch times)

	Hours	Mins
EYFS		
Key Stage 1		
Key Stage 2		
Key Stage 3		
Key Stage 4		
Key Stage 5		

Is there any form of whole school assembly? If so, please give frequency and day of the week.

-

Characteristics of the school

Please describe the school - its distinctive features, including a brief description of the school's aims. (Do not include any information already given in this form)

Please indicate specifically which exemptions you have applied for and under which route, and indicate whether these have been approved (dates required).

PART 1

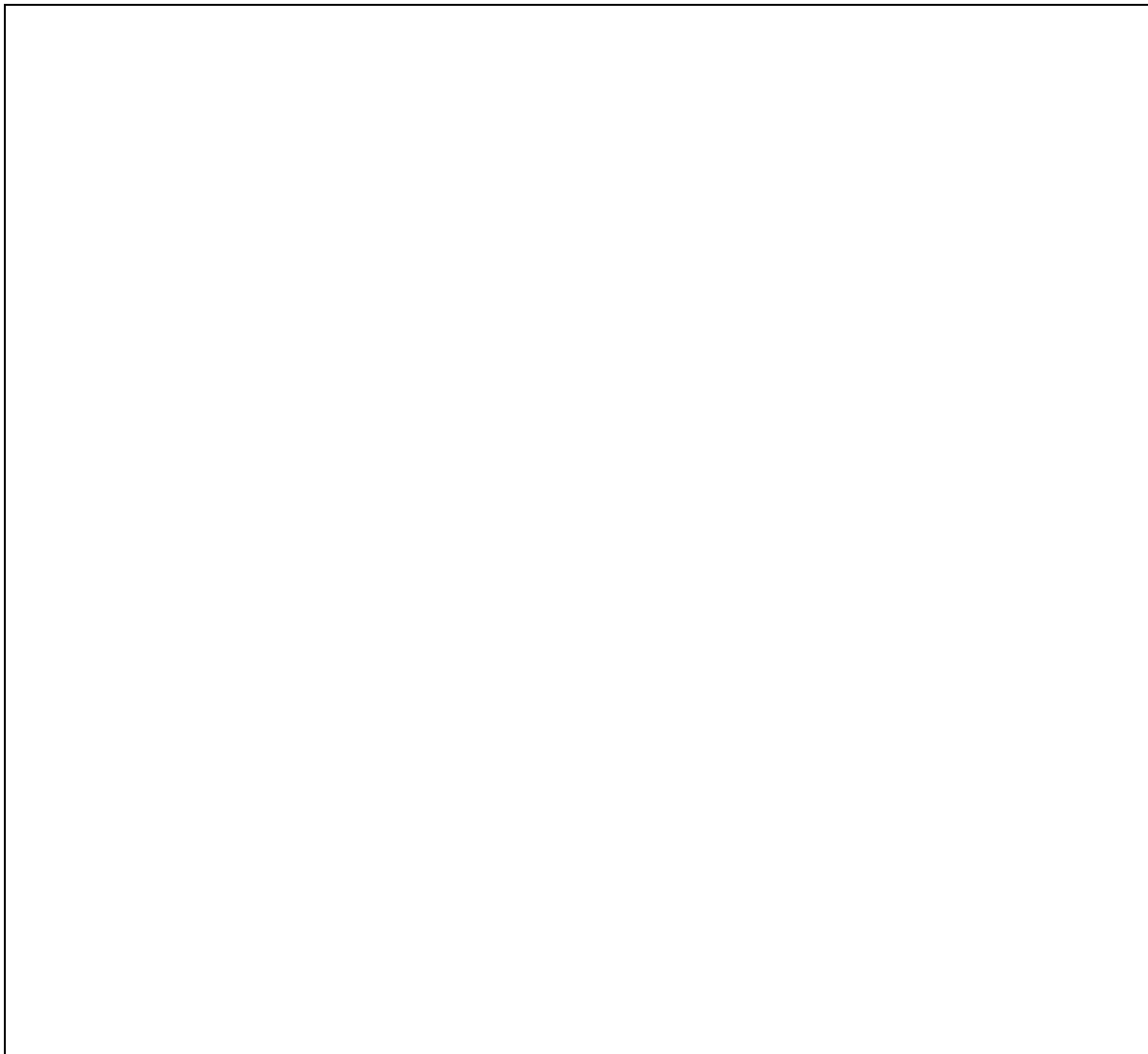
THE QUALITY OF EDUCATION PROVIDED

Standards 1 and 2

The curriculum

Please describe the school's curriculum in the way you think best represents its breadth and balance between different components. Please indicate the subjects taught and the proportion of curriculum time allocated to each (e.g. as percentages). Include information about differences in the curriculum for different age groups/ key stages.

This information can be presented in any form that is used by the school and attached to this document. It can be presented to inspectors during an inspection or described below.



Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment- evidence' column.		Yes	No	N/A	Comment - evidence*
1.	The standards about the quality of education provided at the school are those contained in this Part.				
2 – (1)	The standard in this paragraph is met if—				
(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 subparagraph (2) is drawn up and implemented effectively; and				
(b)	the written policy, plans and schemes of work— (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and (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)	For the purposes of paragraph (2)(1)(a), the matters are—				
(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;				
(b)	that pupils acquire speaking, listening, literacy and numeracy skills;				
(c)	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;				
(d)	personal, social, health and economic education which— (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);				
(e)	for pupils receiving secondary education, access to accurate, up-to-date careers guidance that— (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential;				
(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;				

(g)	where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;				
(h)	that all pupils have the opportunity to learn and make progress; and				
(i)	effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.				

****NB: A reminder that the evidence, for example, specific policies, reports, analyses and other documents will need to be made available to inspectors.***

What curricular links, if any do you have with other schools or colleges?

-

Please give details of regular extra-curricular activities:

-

What are the strengths of the curriculum?

-

What are your priorities for improvements and, where necessary, to meet the regulations fully?

-

Standards 3 and 4

The quality of teaching and assessment

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment- evidence' column.</i>		Yes	No	N/A	Comment - evidence*
3.	The standard in this paragraph is met if the proprietor ensures that the teaching at the school—				
(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;				
(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;				
(c)	involves well planned lessons and effective teaching methods, activities and management of class time;				
(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;				
(e)	demonstrates good knowledge and understanding of the subject matter being taught;				
(f)	utilises effectively classroom resources of a good quality, quantity and range;				
(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;				
(h)	utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;				
(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; and				
(j)	does not discriminate against pupils contrary to Part 6 of the 2010 Act(a).				
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.				

***NB: A reminder that the evidence, for example, specific policies, planning, assessment records, analyses and other documents reports will need to be made available to inspectors**

What are the strengths of the teaching and assessment?

-

What are your priorities for improvements and, where necessary, to meet the regulations fully?

-

Pupils' progress in learning

Please give an outline of pupils' attainment on entry to the school (!☞ have available all the assessment data that is collected on individual pupils, for example, from feeder schools/ education at home)

-

Examination results and academic progress !☞ As relevant to your school, please have available for inspectors the following information for the three years preceding this inspection:

- results achieved in public examinations (e.g. GCSE, IGCSE, GNVQs, IB, AS level, A2 level);
- results achieved in National Curriculum assessments (e.g. EYFSP, KS1, KS2 & KS3 tests);
- results in any other accredited form of assessment (please specify).

How do you assess/ track pupils' progress?

-

What are the strengths of pupils' progress in your school?

-

What are your priorities and plans for improvement and, where necessary, to meet the regulations fully and the EYFS Statutory Requirements?

-

PART 2

Standard 5

Spiritual, moral, social and cultural development of pupils

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment- evidence' column.</i>		Yes	No	N/A	Comment - evidence*
5. The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor -					
(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;				
(b)	Ensures that principles are actively promoted which:-				
(i)	enable pupils to develop their self-knowledge, self-esteem and self-confidence;				
(ii)	enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;				
(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;				
(iv)	enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England;				
(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;				
(vi)	encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and				
(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;				
(c)	Precludes the promotion of partisan political views in the teaching of any subject in the school; and				
(d)	Takes such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils:-				
(i)	while they are in attendance at the school;				
(ii)	while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or				
(iii)	in the promotion of 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.				

****NB: A reminder that the evidence, for example, specific policies, planning and other documents will need to be made available to inspectors.***

What are the strengths of pupils' overall personal development?

-

What are your priorities for improvements and, where necessary, to meet the regulations fully?

-

How much do pupils enjoy their education? (Take account of their attitudes, attendance and behaviour)

-

How well are pupils prepared for their future economic well-being? (Take account of the development of skills which contribute to social and economic well-being; and, where appropriate, work place skills)

-

How do pupils make a positive contribution to the school and the wider community?

-

Is there a School Council? YES/NO If YES, please give brief details, including the age groups involved:

-

PART 3

Standards 6 to 16

Welfare, health and safety of the pupils

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment- evidence' column.</i>		Yes	No	N/A	Comment - evidence*
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—				
(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and				
(b)	such arrangements have regard to any guidance issued by the Secretary of State.				
8.	Where section 87(1) of the 1989 Act(a) applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—				
(a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and				
(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.				
9.	The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—				
(a)	a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;				
(b)	the policy is implemented effectively; and				
(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(b).				
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 the 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 Education (Pupil Registration) (England) Regulations 2006(c).				
16.	The standard in this paragraph is met if the proprietor ensures that—				
(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				
(b)	appropriate action is taken to reduce risks that are identified.				

****NB: A reminder that the evidence, for example, specific policies, planning, records and other documents will need to be made available to inspectors***

What are the strengths of welfare, health and safety provision?

-

What are your priorities for improvements and, where necessary, to meet the regulations fully and EYFS statutory requirements?

-

To what extent do pupils adopt healthy lifestyles?

-

To what extent do pupils adopt safe practices?

-

Who is/are the designated person(s) for safeguarding children? Please give the date of their latest training (and provider/ level).

-

Admissions and attendance of pupils of compulsory school age

Attendance in the last academic year: (%)	
Authorised absence in the last academic year: (%)	
Unauthorised absence in the last academic year: (%)	

 ***Please have the admission register and attendance registers available for inspectors.***

Exclusions of pupils of compulsory school age

Please indicate the number of fixed term and permanent exclusions during the last 12 months:

	Boys	Girls	Total number of pupils
Fixed term			
Permanent			

PART 4

Standards 17 to 21

Suitability of staff, supply staff and proprietors

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment - evidence' column.</i>		Yes	No	N/A	Comment evidence*
17. The standards about the suitability of staff, supply staff, and proprietors are those 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, together with the requirements of SCSRE for volunteers.				
(2)	The standard in this paragraph is met if—				
(a)	no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act 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;				
(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 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;				
(c)	the proprietor carries out appropriate checks to confirm in respect of each such person—				
(i)	the person's identity;				
(ii)	the person's medical fitness;				
(iii)	the person's right to work in the United Kingdom; and				
(iv)	where appropriate, the person's qualifications;				
(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;				
(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				
(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 14 of the National Minimum Standards for Boarding Schools or,				

	where applicable, Standard 14 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.				
(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.				
(4)	<p>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—</p> <ul style="list-style-type: none"> (a) a school or a maintained school in England in a position which brought M regularly into contact with children or young persons; (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 (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, <p>during a period which ended not more than three months before M's appointment.</p>				
19.- (1)	This paragraph relates to the suitability of supply staff at the school.				
(2)	The standard in this paragraph is met if—				
(a)	<p>a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received—</p> <ul style="list-style-type: none"> i. written notification from the employment business in relation to that person— <ul style="list-style-type: none"> (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; (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 (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 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; 				
(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;				
(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);			
(d)	<p>the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide—</p> <ul style="list-style-type: none"> i. the notification referred to in paragraph (a)(i); and ii. a copy of any enhanced criminal record certificate which the employment business obtains, <p>in respect of any person whom the employment business supplies to the school; and</p>			
(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.			
(4)	<p>This sub-paragraph applies to a person (“P”) who has worked in—</p> <ul style="list-style-type: none"> (a) a school or a maintained school in England in a position which brought P regularly into contact with children or young persons; (b) a maintained school in England in a position to which P was appointed on or after 12th May 2006 and which did not bring P regularly into contact with children or young persons; or (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, <p>during a period which ended not more than three months before P is due to begin work at the school.</p>			
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.			
(3)	<p>The standard in this paragraph is met if—</p> <ul style="list-style-type: none"> (a) the individual— <ul style="list-style-type: none"> (i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act 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 (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 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and (b) the Secretary of State makes the following checks relating to the individual before the school is entered in the register or, in the case of a registered school, before or as soon as practicable after the individual takes over as proprietor— <ul style="list-style-type: none"> (i) where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 113B(1) of the 1997 Act; (ii) checks confirming the individual's identity and their right to work in the United Kingdom; and 			

	<p>(iii) in the case of an individual for whom, by reason of that individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate;</p> <p>and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.</p>			
(4)	<p>Sub-paragraphs (5) to (8) relate to the suitability of the proprietor where the proprietor is a body of persons corporate or unincorporate.</p>			
(5)	<p>The standard in this paragraph is met in relation to an individual who is the Chair of the school if—</p> <p>(a) the individual—</p> <p>(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act 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</p> <p>(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 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and</p> <p>(b) subject to sub-paragraphs (7) and (8), the Secretary of State makes the following checks relating to the individual—</p> <p>(i) where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 113B(1) of the 1997 Act;</p> <p>(ii) checks confirming the individual's identity and their right to work in the United Kingdom; and</p> <p>(iii) in the case of an individual for whom, by reason of the individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate;</p> <p>and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.</p>			
(6)	<p>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—</p> <p>(a) MB—</p> <p>(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act 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</p> <p>(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 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;</p> <p>(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB—</p>			


	<p>(i) where relevant to the individual, an enhanced criminal record check;</p> <p>(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and</p> <p>(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;</p> <p>and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual; and</p> <p>(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.</p>			
(7)	<p>In a case where—</p> <p>(a) the suitability of the proprietor is being considered in response to an application by the governing body of a maintained school to enter the school on the register, and</p> <p>(b) the local authority maintaining the school has made one or more of the checks referred to in sub-paragraph (5)(b) or (6)(b) in relation to the Chair of the school or MB,</p> <p>sub-paragraph (5)(b) or (6)(b) (as the case may be) is treated as complied with so far as relating to that check.</p>			
(8)	<p>In the case of a registered school—</p> <p>(a) sub-paragraph (5)(b) is met where the checks referred to in that sub-paragraph are completed before or as soon as practicable after the Chair of the school starts acting as such;</p> <p>(b) sub-paragraph (6)(b) is met where the checks referred to in paragraph (b)(i) and (iii) are completed before or as soon as practicable after MB starts acting as a member of the body of persons corporate or unincorporate named in the register as the proprietor of the school; and</p> <p>(c) sub-paragraph (6)(c) is met where the enhanced criminal record check is made as soon as practicable after the Secretary of State's request.</p>			
(9)	<p>In this paragraph a reference to the Chair of the school is a reference to an individual who is the Chair 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 and includes a reference to a similar officer.</p>			
SCSRE	Has the school carried out a CRB check?			
SCSRE	Has the school taken up any references?			
SCSRE	Has the school checked that other members of the school community have no objection to the subject becoming a volunteer?			
SCSRE	Has the school conducted an informal interview to confirm an appropriate attitude and suitability for the volunteer post?			

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.		
(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.		
(3)	<p>The information referred to in this sub-paragraph is—</p> <p>(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether—</p> <p>(i) S’s identity was checked;</p> <p>(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 2006 Act;</p> <p>(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;</p> <p>(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;</p> <p>(v) an enhanced criminal record certificate was obtained in respect of S;</p> <p>(vi) checks were made pursuant to paragraph 18(2)(d);</p> <p>(vii) a check of S’s right to work in the United Kingdom was made; and</p> <p>(viii) checks were made pursuant to paragraph 18(2)(e),</p> <p>including the date on which each such check was completed or the certificate obtained; and</p> <p>(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.</p>		
(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.		
(5)	<p>The information referred to in this sub-paragraph is, in relation to supply staff—</p> <p>(a) whether written notification has been received from the employment business that—</p> <p>(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</p> <p>(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,</p> <p>together with the date the written notification that each such check was made, or certificate obtained, was received;</p> <p>(b) whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and</p>		

	(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.			
(6)	The information referred to in this sub-paragraph is, in relation 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.			
(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— (a) whether each check referred to in sub-paragraph (6) was made; and (b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.			
(8)	It is immaterial for the purposes of sub-paragraphs (3), (4), (5)(a) and (b), (6) and (7) whether the check was made or certificate obtained pursuant to a legal obligation.			

Other legislation

Inspectors must check whether the correct procedure has been followed where safeguarding concerns have been raised about a member of staff.				
SCSRE	Since the last inspection, has there been any member of staff who has been disciplined, dismissed, currently under investigation or left prior to the end of an investigation on a matter related to the safeguarding of children?			
SCSRE	If so, was a notification made by the school to the DfE and, from October 2009, to the Independent Safeguarding Authority?			
SCSRE	Is the school aware of its duty to refer a person who is deemed to be unsuitable for working with children, to the Independent Safeguarding Authority?			

*  Please have available for inspectors a copy of the single central record (SCR) / register of checks made on staff (Safeguarding Children and Safer Recruitment in Education - 2007) and any other relevant documentation.

Staffing

Numbers of staff	Full-time	Part-time
Teachers:		
- qualified teachers		
- unqualified teachers		
- teaching assistants/ learning support assistants		
- administrative staff		
Number of teachers that have left within the last 12 months		
Any other volunteers not mentioned in categories above		

 **Please have available for the inspectors a table (example given in Appendix 1) to show the following details for every member of staff:**

Name

Qualifications (indicate recognised qualified teacher status) and subject specialism

Date appointed to the school

Whether full-time or part-time (if part-time, the number of hours worked)

Job title and responsibility (if any)

PART 5


Standards 22 to 31

Premises and accommodation at schools

22. The standards about the premises of and accommodation at the school are those contained in this Part.		Yes	No	N/A	Comment - evidence*
23 - (1)	Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—				
(a)	suitable toilet and washing facilities are provided for the sole use of pupils;				
(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				
(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.				
(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—				
(a)	accommodation for the medical examination and treatment of pupils;				
(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				
(c)	where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.				
(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).				
(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 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—				
(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				
(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—				
(a)	suitable drinking water; facilities are provided				
(b)	toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;				
(c)	cold water supplies that are suitable for drinking are clearly marked as such; and				
(d)	the temperature of hot water at the point of use does not pose a scalding risk to users.				
(2)	The facilities provided under sub-paragraph (1)(a) will be suitable only if— (a) they are readily accessible at all times when the premises are in use; and (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—				
(a)	physical education to be provided to pupils in accordance with the school curriculum; and				
(b)	pupils to play outside.				
(2)	Sub-paragraph (1) does not apply in relation to an alternative provision Academy.				
30.	The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.				
31.	For the purposes of this Part— (a) “physical education” includes the playing of games; (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				

	(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.				
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 Please have available for the inspectors a simple plan of the school buildings, including what the rooms are used for.

Are the school’s premises used for any other purposes? YES/NO (if so, please give brief details

-

Please indicate any specialist teaching rooms:

	Tick ✓		Tick ✓
Science		PE	
ICT		Library	
D&T		Hall	
Art		Others (specify)	
Music			

Is there a paved recreational area? YES/NO (Please delete as appropriate)

Is there a grassed recreational area? YES/NO (Please delete as appropriate)

PART 6

Standard 32

Provision of information

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment - evidence' column.</i>		Yes	No	N/A	Comment - evidence*
32.—(1)	The standard about the provision of information by the school is met if the proprietor ensures that—				
(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(a), the Secretary of State or an independent inspectorate(b);				
(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;				
(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;				
(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;				
(e)	following an inspection under section 87(1) of the 1989 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 boarder;				
(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;				
(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;				

(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(a)) 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;				
(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; and				
(j)	particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents.				
(2)	The information specified in this sub-paragraph is—				
(a)	the school's address and telephone number and the name of the head teacher;				
(b)	either— (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 (ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office;				
(c)	where there is a governing body, the name and address for correspondence of its Chair; and				
(d)	a statement of the school's ethos (including any religious ethos) and aims.				
(3)	The information specified in this sub-paragraph is—				
(a)	particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;				
(b)	particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;				
(c)	particulars of the policy referred to in paragraph 2;				
(d)	particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;				
(e)	particulars of the school's academic performance during the preceding school year, including the results of any public examinations;				
(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				

(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.				
(4)	The action specified in this sub-paragraph is—				
(a)	any decision of the Secretary of State to remove the school from the register under sections 100, 105, 112, 116, 119, or 123 of the 2008 Act;				
(b)	any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act; and				
(c)	any order of a justice of the peace under section 120 of the 2008 Act to remove the school from the register.				
(5)	For the purposes of sub-paragraph (4)(b), “relevant restriction” has the meaning given in section 117(1) of the 2008 Act.				

What arrangements do you make for providing information about the school or the pupils' progress to parents, e.g. parents' meetings, newsletters, publication of minutes of Trustees' meetings, an annual Trustees' report or minutes of the Steiner College of Teachers' meetings?*

-

!📄 * Please have examples of these documents available.

!📄 Please provide a copy of the school's current prospectus, if available, for the inspectors.

!📄 Inspectors will ask to see samples of the report(s) sent to parents about their children's progress. Please ensure that copies are available.


PART 7

Standard 33

Manner in which complaints are handled

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment- evidence' column.</i>		Yes	No	N/A	Comment - evidence*
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—				
(a)	is in writing;				
(b)	is made available to parents of pupils;				
(c)	sets out clear time scales for the management of a complaint;				
(d)	allows for a complaint to be made and considered initially on an informal basis;				
(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;				
(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;				
(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;				
(h)	allows for a parent to attend and be accompanied at a panel hearing if they wish; allows for a parent to attend and be accompanied at a panel hearing if they wish;				
(i)	provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is— <ul style="list-style-type: none"> (i) provided to the complainant and, where relevant, the person complained about; and (ii) available for inspection on the school premises by the proprietor and the head teacher; 				

(j)	<p>provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and—</p> <ul style="list-style-type: none"> (i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and (ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and 				
(k)	<p>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 109 of the 2008 Act requests access to them.</p>				

 **Please have available a copy of the school's policy for handling complaints and make it available to inspectors, together with the records you keep of any complaints.**

How many formal complaints have been recorded in the past 12 months (in accordance with your school's complaints policy)?

PART 8

Standard 34

Quality of leadership in and management of schools

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment-evidence' column.</i>		Yes	No	N/A	Comment - evidence*
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—				
(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;				
(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and				
(c)	actively promote the well-being of pupils.				
(2)	For the purposes of paragraph (1)(c) “well-being” means well-being within the meaning of section 10(2) of the Children Act 2004(a).				

SECTION C

Steiner Fellowship Schools

This section is not part of the s109(1) and (2) regulations, nor part of the inspection requirements. However, there will be a short section in the written report under the heading:

‘SECTION C: THE QUALITY OF ORGANISATION AND MAINTENANCE OF ETHOS

This section is not a requirement of the Education and Skills Act 2008. The business organisation and maintenance of the school’s ethos were inspected by the Lay Inspector, who has written this section of the report.’

The following questions will be asked by the Lay Inspector of SWSF. They are included here as part of the school’s self-evaluation but are not part of the s109(1) and (2) inspection regulatory requirement.

1) The Administrative Structure

i) Does the school have clearly defined objectives and strategies?

•

ii) Does it monitor and review its activities?

•

2) School Management

i) Describe the management structure and how it functions.

•

ii) Does the management support positive working relationships with all staff?

•

3) Regard for the Steiner aims, ethos and pastoral care?

i) How does the school uphold the Steiner ethos in all areas?

•

ii) How does the school provide structured provision of pastoral care for pupils?

•

iii) Is there successful behaviour management in the school?

•

4) School Organisation

i) Are effective recruitment procedures in place?

•

ii) Are there systems to ensure effective management and disciplinary procedures (staff and pupils)?

•

iii) Does the school have structured and effective communication methods between all parties?


-

iv) Are organised systems in place for all records and record-keeping?

-

Thank you for completing this form.

DOCUMENTS – CHECKLIST

 Please make sure that, at the start of the inspection, inspectors have access to the following:

- the daily attendance registers;
- the admission register;
- for each class, a list of pupils with their names and national curriculum year groups;
- records of pupils' attainment and progress (see Standard 1 e.g. test/ exams results);
- for pupils with special educational needs:
 - statements of SEN;
 - annual reviews;
 - individual education plans;
- curriculum plans, timetables and schemes of work for all subjects;
- records of any accidents or incidents that have taken place in the school;
- records of any fire drills held;
- any risk assessments undertaken;
- reports and other documentation relating to visits by the Fire Officer;
- records of checks made on staff for suitability – see Part 4 above;
- all school policy documents (e.g. child protection, behaviour) see Part 3 above ;
- a copy of the school's policy for handling complaints and make available to inspectors the records you keep of any complaints;
- examples of pupils' reports to parents.

 In addition, the following information and documents have been mentioned throughout this form and are NOT included in the list above:

Part 5

- A simple plan of the school buildings, including what the rooms are used for.

Part 6

- Details of account for placement by local authorities of statemented pupils, if applicable.
- Parents' meetings, newsletters, publication of minutes of Trustees' meetings, an annual Trustees' report or minutes of the College of Teachers' meetings.

SCHOOL INSPECTION SERVICE

Independent professional inspection of EYFS provision within an independent school in membership of the Steiner Waldorf Schools Fellowship

HANDBOOK FOR INSPECTION: SECTION 3 c (ii) [JCB2] REVISED

Date of this document: 01 January 2015

SETTING INFORMATION AND SELF EVALUATION FORM (SISEF)

The Early Years Foundation Stage (The Foundation Years)

(Non-registered early years' provision which is part of an independent school)

TO BE USED IN INSPECTIONS OF REGISTERED EYFS SETTINGS LINKED TO STEINER WALDORF FELLOWSHIP

School	
Date of Inspection	
Description of provision (children's ages/groups/classes)	

Explanatory note:

SIS inspects schools under the independent school regulations. Accordingly where these conflict with the EYFS mandatory requirements, SIS should follow the independent school regulations.

It could be that for historical reasons a school may have a playgroup which includes children aged over 3 which is separately registered with Ofsted. This provision will be inspected by SIS separately from the school inspection.

Before and after school clubs may be registered separately, especially if they are run separately from the school or if they operate for more than an hour after school. This provision will be inspected by SIS as part of the integrated inspection where the provision is operated by the school. Where it is run by a different organisation, then SIS will not inspect it as the premises are being used by another organisation.

Inspectors should pay close regard to 'Early Years Outcomes' (DfE September 2013) to evaluate whether children are showing typical development for their age, may be at risk of delay or are ahead for their age.

It is important to note that the Statutory Framework for the Early Years Foundation Stage (2014) states that 'Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.' (para 1.1 p.7)

Changes to the Statutory Requirements as from September 2014 are set in ***bold and italics***.

THE MANDATORY REQUIREMENTS FROM SEPTEMBER 2014

Principles:

1. Every child is a **unique child**;
2. Children learn to be strong and independent through **positive relationships**;
3. Children learn and develop well in **enabling environments**; and
4. **Children develop and learn in different ways and at different rates.**

The Learning and Development Requirements

	Yes	No
Does the provision guide the development of children's capabilities with a view to ensuring that they complete the EYFS ready to benefit fully from the opportunities ahead of them?		

General learning and Development Requirements

	Yes	No
Are the individual needs, interest and the stage of development of each child considered in planning challenging and enjoyable experiences for each child in all areas of experience?		
Is there a more equal focus on all seven areas as the children grow in confidence and ability in the prime areas?		
Where a child's progress in any prime area gives cause for concern, is this discussed with the parents and/or carers with agreement being reached as to how to support the child?		
Is consideration given as to whether a child may have a special educational need or disability which requires specialist support?		
Where a child's home language is not English are reasonable steps taken to provide children with opportunities to develop and use their home language in play and learning, supporting their language development at home?		
If a child does not have a strong grasp of English language, does the school explore the child's skills in their home language with parents and/or carers to establish whether there is a cause for concern about language delay?		
Are children provided with sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that they are able to benefit from the opportunities available to them when they begin Y1?		
Do practitioners assess children's skills in English as part of their language and literacy skills?		
<i>Where a child does not have a strong grasp of English, are their skills in the home language assessed with parents/carers to establish whether there is a cause for concern about language delay?</i>		
Is each area of learning and development implemented through planned, purposeful play?		
Is there a mix of adult-led and child-initiated activities?		
Are each child's emerging needs and interests responded to and their development guided through warm, positive intervention?		
Does the planning and guidance of children's activities reflect the different ways that children learn?		
The key person:		
<i>Is each child assigned a key person?</i>		
<i>Are parents/ carers informed of the key person's name and role when the child starts attending the setting?</i>		
<i>Does the key person ensure that every child's learning and care is tailored to meet their individual needs?</i>		

Does each child's key person seek to engage and support parents/carers in guiding the child's development at home?		
<i>Does the key person help families engage with more specialist support if appropriate?</i>		

Seven areas of learning and development:

Three *Prime Areas*:

- communication and language;
- physical development; and
- personal, social and emotional development

Four *specific areas*:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

'Practitioners working with the youngest children are expected to focus strongly on the three prime areas... It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.' (Statutory Framework, 2014, para 1.6, p.8)

The judgements below are statements directed towards the children's learning and development by the end of the EYFS – not at an earlier point.

The Prime Areas

E = exemption granted by the Department for Education

Communication and language	Yes	No	E
Does the setting enable children to develop skills of listening and attention?			
Are the children able to show understanding ('how?', 'why')?			
Are children developing speaking skills?			

Physical development	Yes	No	E
Moving and handling (good control and coordination <i>including pencils for writing</i>).			
Health and self-care (healthy diet, basic personal hygiene – dressing and toileting).			

Personal, social and emotional development	Yes	No	E
Self-confidence and self-awareness.			
Managing feelings and behaviour.			
Making relationships – cooperative play, taking turns.			

The Specific Areas

Literacy: will the setting enable children by the end of the EYFS to:	Yes	No	E
Reading: read and understand simple sentences, using phonic knowledge?			
Writing: simple sentences, using phonic knowledge including writing some irregular common words?			

Mathematics: will the setting enable children by the end of the EYFS to:	Yes	No	E
Numbers: count 1-20, one more or less, + - two single digit numbers, problem solving including doubling, halving, sharing?			
Shape, space and measures: size, weight, capacity, position, time, distance, and money?			

Understanding the world: will the setting enable children by the end of the EYFS to:	Yes	No	E
People and communities: past and present events in their own lives and those of their family members; similarities and differences amongst families, communities and traditions?			
The world: features of their own and others' environments, observe plants and animals, discuss changes and why some things occur?			
Technology: select and use for particular purposes.			

Expressive arts and design: will the setting enable children by the end of the EYFS to:	Yes	No	E
Explore and use media and materials: songs, music, dance; materials, tools and techniques – colour, design, texture, form and function?			
Be imaginative: media and materials – uses and purposes; design, technology, art, music, dance, role-play and stories?			

Assessment

The Early Years Foundation Stage Profile

	Yes	No	E
Is the Profile completed in the final term of the year in which the child reaches age five and not later than June 30th?			
Does the Profile reflect on-going observation, all relevant records held by the school, discussions with parents and/or carers and any other adults whom the teacher, parent or carer judges can contribute usefully?			
Is each child's level of development assessed against the early learning goals?			
Does the practitioner indicate whether children are meeting expected levels of development, exceeding these or not yet reaching them ('emerging')?			
Are Year 1 teachers given a copy of the Profile report, together with a short commentary on each child's skills and abilities in relation to the 3 key characteristics of effective learning: Playing and exploring. Active learning. Creating and thinking critically.			
Are the results of the Profile shared with parents and/or carers and are they able to discuss it with the teacher who has completed it?			
Where a child attends more than one setting, is the Profile completed by the one where they spend most time (indicate n/a if not applicable).			

Where a child moves to a new school during the academic year, does the original school send their assessment of the child's level of development to the new school within 15 days of receiving a request?			
If a child moves during the summer term, do the relevant providers agree which will complete the Profile?			
Is the Profile completed for all children, including those with special educational needs or disabilities?			
Are reasonable adjustments made to the assessment process for children with special educational needs and disabilities?			
Does the provider report the EYFS results to local authorities upon request?			
Does the provider permit the relevant local authority to enter the premises to observe the completion of the Profile, to examine and take away documents and other articles relating to the Profile and assessments?			
Does the Provider take part in all reasonable moderation activities specified by the local authority and provide the local authority with such information relating to the Profile and assessment as they may reasonable request?			

The Safeguarding and Welfare Requirements

Schools are not required to have separate policies to cover EYFS requirements providing the requirements are already met through an existing written policy. Unless stated otherwise the requirements apply to both schools and registered providers, some (where indicated) apply only to registered providers.

	Yes	No
General: Does the provider take all necessary steps to keep children safe and well?		
Is the provider able to explain their policies and procedures to parents, carers and others?		
Does the provider ensure that staff follow the policies and procedures?		
Child Protection:		
Is the provider alert to any issues for concern in the child's life at home or elsewhere?		
Does the provider have and implement a policy and procedures to safeguard children?		
Are the policy and procedures in line with the guidance and procedures of the Local Safeguarding Children Board?		
Do the policy and procedures:		
Include an explanation of the action to be taken in the event of an allegation against a member of staff?		
Cover the use of mobile phones and cameras in the setting?		
Is there a designated practitioner with lead responsibility for safeguarding in the setting?		
Is the lead practitioner responsible for liaison with statutory children's agencies and the Local Safeguarding Children Board (LSCB)?		
Does the lead practitioner provide other staff with support and guidance on safeguarding?		
Has the lead practitioner attended a child protection training course enabling them to understand and respond appropriately to signs of possible abuse and neglect?		

Has the provider trained all staff to understand their safeguarding policy and procedures?		
Has that training enabled staff to identify signs of possible abuse and neglect at the earliest possible opportunity, and to respond in a timely and appropriate way?		
Does the provider have regard to 'Working Together to Safeguard Children' and to 'Keeping children safe in education' (DfE April 2014)?		
Where concerns are held about children's safety or welfare, does the provider notify agencies with statutory responsibility without delay?		

Suitable people	Yes	No	N/A
Does the provider ensure that people looking after children are suitable to fulfil the requirements of their roles?			
Are there effective systems in place to check the suitability of people likely to have regular contact with the children?			
Have enhanced CRB checks been made on all people who:			
a) work directly with the children?			
b) live on the premises where childcare is provided?			
c) work on the premises where childcare is provided (unless this is when children are not present)?			
Does the provider tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children?			
Does the provider ensure that people whose suitability has not been checked, including through a criminal records check, do not have unsupervised contact with children being cared for?			
Does the single central register include information about staff qualifications and the identity checks and vetting processes that have been completed, including the criminal records disclosure, the reference number, the date disclosure was obtained and details of who obtained it?			
Does the provider meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006? <i>This includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed, or would have been had they not left the setting first, because a child has been harmed or put at risk of harm.</i>			
Staff taking medication/ other substances:			
Practitioners must not be under the influence of alcohol or other substances.			
<i>The provider must ensure that medical advice confirms that any medication being taken does not impair that staff member's ability to look after the children properly.</i>			
Staff medication must be securely stored			

Staff qualifications, training, support and skills:	Yes	No	N/A
Is there provision for induction training which includes information about emergency evacuation procedures, safeguarding, child protection, the equality policy, and health and safety issues?			
Are there appropriate arrangements for the supervision of staff? This should include opportunities to discuss any issues, identify solutions, and provide coaching to improve personal effectiveness.			
Does the manager/ person in charge of the EY provision hold at least a full and relevant level 3 qualification as defined by the National College			

for Teaching and Leadership (to count in ratios at level 3 holders of EY Educator qualification must also have maths and English GCSE at grade C or above)?			
Has the manager at least two years' experience of working in an early years setting, or at least 2 years' other suitable experience?			
Do at least half of the other staff hold a full and relevant level 2 qualification?			
Does the provider ensure that there is a named deputy capable and qualified to take charge in the absence of the manager/ leader?			
Does the provision ensure that at least one person on duty at any one time holds a current paediatric first aid certificate, including during any outings?			
Has the first aid training been approved by the local authority as being appropriate for workers caring for young children? Providers can choose which training they wish to use, but it must cover the course content as for St John Ambulance or Red Cross paediatric first aid training and must be renewed every 3 years.			
Does the provider ensure that the staff have sufficient understanding of English to ensure the well-being of the children? This should include keeping records in English, being able to summon emergency help and understanding instructions such as for the safety of medicines or food hygiene.			
Paragraph 3.27 (Key Person requirements) repeats para 1.10 and so it omitted here			

Staff: child ratios: general	Yes	No	N/A
Do the staffing ratios meet the needs of all children and ensure their safety?			
Does the provider ensure that children are adequately supervised and decide how to deploy staff to ensure that children's needs are met?			
Has the provider informed parents and/ or carers about staff deployment, and, where relevant and practical involved them in these decisions?			
Are children usually within sight <i>and</i> hearing of staff and always within sight <i>or</i> hearing?			
Ratios: specific N.B. the ratios should be maintained <u>at all times</u>, including during staff breaks. Only staff aged 17 or over may be included in the ratios. Students and volunteers aged 17 or over and apprentices in early education aged 16 or over may be included if the provider considers them to be competent and responsible.			
Are staff aged 17 or over? (any younger staff not apprentices should be supervised at all times)			

Children aged three and over in INDEPENDENT SCHOOLS where a person with QT status, Early Years Professional Status, <i>Early Years Teacher Status</i> or another <i>suitable</i> level 6 qualification, an instructor, or a suitably qualified overseas trained teacher is working directly with the children:			
Where the majority of children will reach the age of five or older within the school year: one member of staff to every 30 children.			
For all other classes, at least one member of staff to every 13 children.			

At least one other member of staff must hold a full and relevant level 3 qualification.			
Children aged three and over IN INDEPENDENT SCHOOLS where there is NO person with QT status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher working directly with the children:			
One member of staff to every eight children.			
At least one member of staff holding a full and relevant level 3 qualification.			
At least half of all other staff hold a full and relevant level 2 qualification.			

Before/ after school care and holiday provision	Yes	No	N/A
Where provision is solely before/after school care or holiday provision for children normally attending YR (or older) during the school day, there must be sufficient staff as for a class of 30 children.			
Has the provider determined how many staff are needed to ensure the safety and welfare of children?			
Has the provider determined what qualifications, if any, the manager and staff should have (they do not need to meet the L&D requirements for the EYFS)?			

Health	Yes	No
Medicines		
Does the provider promote the good health of children attending the setting?		
Are procedures in place to respond to children who are ill or infectious, and are parents/ carers aware of these?		
Is there a policy and procedures for administering medicines?		
Do the policy and procedures include systems for obtaining information about a child's needs for medicines and for keeping this information up to date?		
Is training provided for staff where administering medicine requires medical or technical knowledge?		
Are medicines (including those containing aspirin) only administered where they have been prescribed for child by a doctor, dentist, nurse or pharmacist?		
Are medicines (prescription and non-prescription) only administered with the written permission of the parents/ carers?		
Are records kept each time any medicine is administered?		
Food and drink		
Are meals, snacks and drinks healthy, balanced and nutritious?		
Are children's special dietary requirements, preferences, food allergies and special health requirements met?		
Is fresh drinking water available at all times?		
Are records kept of information provided by parents and carers about a child's dietary needs?		
Is there an area adequately equipped to provide healthy meals, snacks and drinks?		
Are there facilities for the hygienic preparation of food?		
Have all staff involved in preparing and handling food received training in food hygiene?		

Accident or injury		
Is there an appropriately stocked first aid box accessible at all times?		
Are written records kept of accidents, injuries and first aid treatment?		
Are parents and/or carers informed the same day of any accident or injury sustained by the child and of any first aid treatment given?		
Managing behaviour		
<i>The provider is responsible for managing children's behaviour in an appropriate manner.</i>		
<i>Does the provider take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working on the premises where care is provided? (This replaces the requirement to have a behaviour policy).</i>		
<i>An offence is not committed where physical intervention was taken for the purpose of averting immediate danger or personal injury to manage a child's behaviour if absolutely necessary.</i>		
<i>Is a behaviour management policy in place and implemented? THIS REQUIREMENT IS DELETED (2014)</i>		
Are records kept of any occasion where physical intervention is used, with the parents/ carers being informed on the same day or as soon as reasonably practical?		
Is the provider aware that they must not threaten corporal punishment and must not use any punishment which could adversely affect a child's well-being?		

Safety and suitability of premises, environment and equipment.	Yes	No	N/A
Safety			
Are the premises, including overall floor space and outdoor spaces, fit for purpose and suitable for the age of the children cared for?			
Does the provider comply with the requirements of health and safety legislation? (Includes fire safety and hygiene requirements).			
Is there a health and safety policy and is this implemented? <u>No</u> longer required.			
Are reasonable steps taken to ensure the safety of children, staff and others on the premises?			
Is there an emergency evacuation procedure?			
Is there appropriate fire detection and control equipment in working order?			
Are fire exits easily identifiable and free from obstruction and easily opened from the inside?			
Smoking			
Is there a no smoking policy in and on the premises when children are present or about to be present?			
Premises			
Are the premises and equipment organised to meet the needs of children?			
Is the indoor space adequate for the number of children?*			
Is there access to an outdoor play area, or if not possible, does the provider ensure that outdoor activities are planned and taken daily (unless adverse circumstances such as unsafe weather)?			
Does the provider follow responsibilities under the Equality Act 2010 (e.g. on reasonable adjustments)?			

Is there space for children who wish to relax, play quietly or sleep, and is this appropriately furnished?			
Are sleeping children checked frequently?			
Is there adequate toilet provision (usually one toilet and one hand basin for every ten children aged over 2)?			
There should usually be a separate toilet for adults. Is there a separate adult toilet?			
Are there suitable hygienic facilities for changing children who are in nappies? (This might affect children with additional needs).			
Is there always available an adequate supply of clean bedding, towels, spare clothes and any other necessary items?			
Is there an area where staff can talk to parents/ carers confidentially?			
Is there an area where staff can take breaks away from the children?			
Does the setting only release children into the care of individuals notified to the provider by the parent?			
Are all reasonable steps taken to prevent unauthorised persons entering the premises?			
Is there a procedure for checking the identity of visitors?			
Does the provider ensure that children do not leave the premises unsupervised?			
Does the provider carry public liability insurance?			

*the relevant space requirements are:

Two year olds: 2.5m² per child.

Children aged three to five years: 2.3m² per child

Risk Assessments:	Yes	No
<i>Does the provider ensure that all reasonable steps are taken to ensure staff and children in their care are not exposed to risks?</i>		
<i>Can the provider demonstrate how they are managing risks?</i>		
<i>Does the provider determine where written risk assessments are needed to inform staff practice and to show parents/carers/ inspectors how they are managing risks?</i>		
<i>Do risk assessments identify aspects of the environment which need to be checked regularly, when and by whom they will be checked and how the risk will be removed or minimised?</i>		

Outings		
Are steps taken to ensure that children are kept safe while on outings?		
<i>Does the provider ensure that parents give permission for children to take part in outings? NO LONGER REQUIRED</i>		
Does the provider assess the risks or hazards and identify the steps needed to remove, minimise and manage these (it is for the provider to decide whether the assessment is in writing)?		
Do these risk assessments include consideration of adult: child ratios?		
<i>Does the provider judge whether a written risk assessment for the outing is required?</i>		
Where vehicles are used, does the provider ensure that they are adequately insured?		

*(Guidance for inspectors): risk assessments should identify aspects of the environment that need to be checked regularly, when and by whom those aspects will be checked and how the risk will be removed or minimised.

Special Educational needs (formerly Equal opportunities):	Yes	No	N/A
Are arrangements in place to support children with SEN or disabilities?			
If the provider is funded by the local authority to deliver early education places, is regard paid to the SEN Code of Practice (under s. 67(2) and 67(3) of the Children and Families Act 2014)?			

Information and records	Yes	No	N/A
Are records maintained and available to be shared to support the safe and efficient management of the setting and help ensure that the needs of all children are met?			
Does the provider enable a regular two-way flow of information with parents and/or carers and with any other provision attended by the child?			
Are records easily accessible and available?			
Are records and confidential information about staff and children held securely and only accessible to those who have a right or professional need to see them?			
If records are not kept on the premises, has this been agreed previously with Ofsted? (This remains a requirement even though the school is not registered with Ofsted, but with DfE).			
If a child attends more than one setting, are records shared between the settings?			
Are records shared with parents?			
Is the provider aware of their responsibilities under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000?			
Are staff aware of the legal requirements to ensure that confidential information is handled appropriately?			
Are parents/ carers given access to all records about their child, providing no relevant exemptions apply?			
Are records relating to individual children held for a reasonable time after they have left the provision? (This is normally two to three years).			
Information about the child must include:			
• Full name.			
• Date of birth.			
• Name and address of every parent/ carer who is known to the provider and information about any other person who has parental responsibility for the child.			
• Which parent(s)/ carer(s) the child normally lives with.			
• Emergency contact details for parent(s)/ carer(s).			
Information for parents/ carers which providers must make available:			
• How the EYFS is being delivered in the setting.			
• How parents can access more information about the EYFS (e.g. DfE website).			
• The range and type of activities and experiences provided for the children, the daily routines in the setting and how parents and carers can share learning at home.			
• How the setting supports children with special educational needs and disabilities.			

• Food and drinks provided for the children.			
• Details of the provider's policies and procedures with copies made available on request.			
• Details of the procedure to be followed if a child is not collected at the appointed time.			
• Details of the procedure to be followed if a child goes missing.			
• Staffing in the setting.			
• The name of the child's key person and their role.			
• A telephone number for parents/ carers to contact in an emergency.			

Complaints	Yes	No
Is there a written policy and procedure for dealing with concerns and complaints from parents and carers?		
Are written records kept of any complaints and their outcome?		
Does the procedure require written complaints relating to their fulfilment of the EYFS to be dealt with and the complainants notified of the outcome within 28 days of having received the complaint?		
Is the record of complaint made available to Ofsted on request?		
Does the policy provide details of how to contact Ofsted if the parents/ carers so wish?		
Does the provider inform parents/carers when the provision is to be inspected?		
Does the provider supply parents/ carers with a copy of the report following an inspection?		

Information about the provider which must be held by them (this double checks some information sought previously):	Yes	No	N/A
• Name, home address and telephone number of the provider and any other person living or employed on the premises.			
• Name, home address and telephone number of anyone else who will be in unsupervised contact with the children attending the setting.			
• A daily record of the names of the children being cared for on the premises and their hours of attendance and the name of their key person.			
• The name of each child's key person.			
• Their certificate of registration (which must be displayed at the setting and shown to parents/ carers on request).			

a) **For information: Inspectors are required to make the following judgements:-**

b) **The overall quality and standards of the early year's provision**

(for grade descriptors see: *Evaluation schedule for inspections of registered early years provision* Ofsted October 2013, no. 120086, pp. 6 – 15)

c) **Please grade each by the following criteria:**

1: Outstanding; 2: Good; 3: Requires improvement; 4: Inadequate

One overall judgement and three key judgements:

The overall quality and standards of the early years provision

- how well the early years provision meets the needs of the range of children who attend
- the contribution of the early years provision to children’s well-being
- the leadership and management of the early years provision.

The three key judgements:**How well the early years provision meets the range of needs of the children who attend:***Inspectors must evaluate and report on –*

The impact of practitioners on children’s learning and development, whether children make the best possible progress taking into account their starting points and capabilities, the length of time they have been at the setting, and how often they attend:

<i>Criteria:</i>
The extent to which educational programmes for the prime and specific areas of learning help all children to reach expected levels of development and, if not, the reasons why they do not
The extent to which all children are supported to acquire the skills and capacity to develop and learn effectively, and be ready for the next stage in their learning
How well practitioners demonstrate high expectations, enthuse, engage and motivate children
How well practitioners work with parents to help children to settle, engage parents in their children’s development and learning in the setting and at home, help parents to share what they know about their children, and keep parents informed about their children’s achievement and progress

The contribution of the early year’s provision to children’s well-being:*Inspectors must evaluate and report on –*

The effectiveness of care practices in helping children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy.

<i>Criteria</i>
Practice ensures all children, especially very young children and those in need of additional support, are forming appropriate bonds and secure emotional attachments with carers
Care practices ensure that children are happy and enjoy what they are doing, learn to behave well and play cooperatively, develop independence, explore their surroundings and use their imagination, and talk and play with adults and each other
Practitioners support children to develop and understanding of the importance of physical exercise and a healthy diet, and to manage their own hygiene and personal needs
Children are prepared for their transition within the setting, into other early years settings, and into later provision

The effectiveness of leadership and management of the early year’s provision:*Inspectors must evaluate and report on –*

The effectiveness of the leadership and management in understanding and implementing the requirements of the Early Years Foundation Stage

<i>Criteria: how far providers</i>
Fulfil their responsibilities in meeting the learning and development requirements of the EYFS, including overseeing the educational programmes
Fulfil their responsibilities in meeting the safeguarding and welfare requirements of the EYFS at all times, implementing them consistently to create an environment that is welcoming, safe and stimulating
Have rigorous and effective systems for self-evaluation that inform the setting's priorities and are used to set challenging targets for improvement
Have effective systems for performance management and the continuous professional development of staff
Have effective partnerships with parents and external agencies that help to secure appropriate interventions for children to receive the support they need

The OVERALL JUDGEMENT

The overall quality and standards of the early year's provision:

Inspectors must evaluate and report on –

- how well the early years provision meets the needs of the range of children who attend
- the contribution to the children's well-being
- the leadership and management of the early years provision.

<i>Criteria: taking account of all judgements made, the inspectors must consider in particular</i>	
The progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education	
The extent to which the learning and care provided by the setting meets the needs of the range of children who attend, including the needs of any children who have special educational needs and/or disabilities	
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 met	
The effectiveness of leadership and management in evaluating practice and securing continuous improvement that improves children's life chances	
The overall judgement grade	

APPENDIX 1 An example of INFORMATION ABOUT MEMBERS OF STAFF (teaching and non teaching)

Details of teachers

	Name (first name, surname)	Title	F/T or P/T	Prim or sec trained	Academic and professional Qualifications	Years of teaching	Years in this school	Assigned responsibilities
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

Details of teacher assistants (or learning support assistants)

Name (first name, surname)	Title	Relevant qualifications	Hours per week	Job title	Assigned responsibilities