

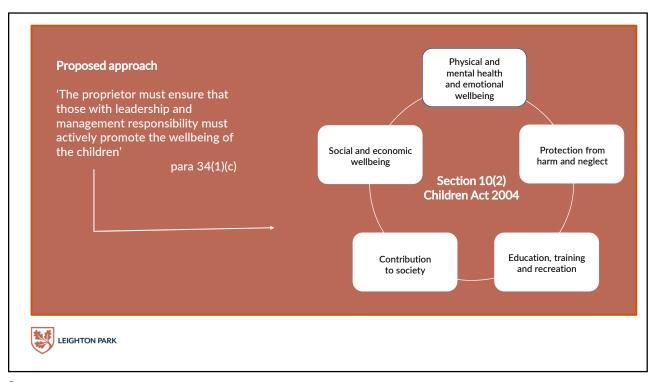
PART 8

Quality of Leadership in and Management of Schools

- 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 independent school standards are met consistently, and
 - (c) actively promote the well-being of pupils
 - (2) For the purpose of paragraph (1) (c) "well-being" means well-being within the meaning of section 10(2) Of the Children Act 2004(31)



1





What are ISI emphasising?

- School leadership: decision making and impact
- Children's wellbeing (as defined in the Children Act 2004)
- · Learning from reviews and developments
- Nuanced reporting capturing complexity
- Professional development
- · Single type of routine inspection



5



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

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

Proposed to be effective from 1 September 2023.

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Exceptional practice - "with demonstrable IMPACT"

74. To meet the threshold of exceptional practice, provision must meet all of the criteria below:

- Result from the very highest expectations for an aspect of the wellbeing of all pupils (as defined in section 10(2) of the Children Act 2004
- Be attributable to the knowledge, skills and decision making of leaders, managers and/or staff
- · Have a very clear and highly beneficial impact for the pupils involved, with no risk of detriment to other pupils
- Be verified for impact through a range of evidence, which should include (where appropriate) the views of pupils, parents and staff; documentation including school records; observation; scrutiny of work and other measures of pupil progress
- Be worthy of sharing with other schools to improve the education of all pupils, if the school chooses to do so.



- Explain decision making and IMPACT on students
- Why does it matter to pupils?
- ISI want policy to work in practice for the benefit of students
- Tool: x happens 'SO THAT PUPILS' have / can do Y.



7