



1


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)



2

1

**Proposed approach**

'The proprietor must ensure that those with leadership and management responsibility must actively promote the wellbeing of the children'

para 34(1)(c)

**Section 10(2) Children Act 2004**

- Physical and mental health and emotional wellbeing
- Protection from harm and neglect
- Education, training and recreation
- Contribution to society
- Social and economic wellbeing

LEIGHTON PARK

3

**Mapped to the Independent School Standards Regulations and other regulations (e.g. NMS):**

- Quality of education
- SMSC
- Welfare, health and safety
- Premises
- Information
- Complaints
- Quality of leadership

**Independent School Standards**

- Quality of leadership in and management of schools
- Quality of education
- Spiritual, Moral, Social and Cultural development of pupils
- Welfare, health and safety of pupils
- Suitability of staff, supply staff and proprietors
- Premises of and accommodation at schools
- Provision of information
- Manner in which complaints are handled

LEIGHTON PARK

4

### 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



**ISI** Independent  
Schools  
Inspectorate

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.*

©Independent Schools Inspectorate May 2022. All rights reserved.

5

### 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.



6

3

- 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.

