

<b>Overview of Current Inspection Framework</b>	
<b>Inspection Area</b>	
<b>1</b>	<b>Standards</b>
	1.1 Standards and progress overall 1.2 Standards and progress of specific groups 1.3 Standards and progress in skills
<b>2.</b>	<b>Wellbeing and attitudes to learning</b>
	2.1 Wellbeing 2.2 Attitudes to learning
<b>3</b>	<b>Teaching and Learning Experience</b>
	3.1 Quality of teaching 3.2 The breadth, balance and appropriateness of the curriculum 3.3 Provision for skills
<b>4</b>	<b>Care, support and guidance</b>
	4.1 Tracking, monitoring and the provision of learning support 4.2 Personal development 4.3 Safeguarding
<b>5</b>	<b>Leadership and Management</b>
	5.1 Quality and effectiveness of leaders and managers 5.2 Self-evaluation processes and improvement planning 5.3 Professional learning 5.4 Use of resources

## **Inspection Arrangements for Early Years Settings**

Members will be aware that the inspection framework under which early years settings were inspected differs from the school framework which is presently reported with the provision being assessed against the three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management

As a result of the inspection, the setting's current performance and prospects for improvement are assessed against a four-point judgement scale which is shown below:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement

## **Post Inspection Follow up Arrangements**

- **Estyn review** (formerly Estyn monitoring) - Normally, schools will require this level of activity when the judgement for inspection area 5, leadership and management, is adequate and needs improvement. It would be possible that a few inspection areas have been judged as good. However, the school would have some important areas for improvement that require monitoring.
- **Significant improvement** - The inspection report will state that in accordance with the Education Act 2005 HMCI is of the opinion that this school is in need of significant improvement. Schools in need of **significant improvement** are likely to have fewer important areas for improvement than schools in need of special measures. If inspectors have seriously considered, but rejected, the judgement that the school is in need of special measures, it is highly likely that it will come into the category of schools requiring significant improvement.
- **Special measures** - The inspection report will state that In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. Schools identified as in need of **special measures** during a core inspection are likely to have many important areas for improvement in their work. Some schools may have a few important areas for improvement to a very marked degree or many areas for improvement to a lesser degree. In most instances, it will be the cumulative weight and effect of a combination of these areas for improvement which, when taken together, will prompt the judgement that a school is not providing an acceptable standard of education. While one feature alone is unlikely to result in a judgement that a school requires special measures, where inspectors find low standards and poor teaching and learning, significant risks to pupils or the likelihood of a breakdown of discipline, the school will normally require special measures.

For some educational establishments / schools there will be no follow-up activity.