

# The education inspection framework for the States of Guernsey, and Alderney.

Framework for inspections carried out under section 35 of The Education (Guernsey)  
Law, 1970 Guernsey Education Law 1970

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The education inspection framework sets out how Ofsted inspects fully states-funded schools and further education in the States of Guernsey, and Alderney.



# Contents

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<b>Introduction</b>	<b>3</b>
Principles of inspection and regulation	3
A force for improvement	4
Helping to protect learners	4
Conduct during Ofsted inspection	5
<b>Provision inspected under the education inspection framework</b>	<b>5</b>
The grading scale used for inspection judgements	5
Judgements made by inspectors	6
Key judgements	6
<b>Arrangements for different types of provision</b>	<b>6</b>
Schools with early years	6
Schools with sixth forms	6
Further education and skills provision	6

## Introduction

1. The education inspection framework for the States of Guernsey and Alderney (the framework) has been devised by Her Majesty's Chief Inspector for use in the states of Guernsey, and Alderney. It sets out the principles that apply to inspection, and the main judgements that inspectors make when carrying out inspections of fully states-funded schools (including early years provision in state schools) and further education and skills providers in the Bailiwick of Guernsey.
2. The framework applies to the inspection of schools and Further Education and Skills (FES) institutions to ensure comparability when learners move from one setting to another. It supports consistency across the inspection of different remits. Note that we use the term 'learners' throughout for brevity; this should be read as all those attending school and FES settings.
3. The framework reflects relevant legislation for each type of setting. These inspections are carried out under section 35 of The Education (Guernsey) Law, 1970. The framework is accompanied by an inspection handbook for each of the main two remits:
  - school inspection handbook
  - further education and skills handbook
4. These handbooks set out how inspectors will make each of the inspection judgements. They reflect the needs and expectations of different phases and the differences between various age groups. Inspectors will inspect types of provision for which they have appropriate expertise and training.

## Principles of inspection and regulation

5. We are required to carry out our work in ways that encourage the services we inspect to improve, to be user-focused and to be effective in their use of resources.
6. Inspection provides independent, external evaluation and identifies what needs to improve for provision to be good or better. It is based on gathering a range of evidence that is evaluated against an inspection framework and takes full account of our policies and relevant legislation in areas, such as safeguarding, equality and diversity.
7. Inspection provides important information to parents, carers, learners and employers about the quality of education, training and care.
8. The framework sets out the judgements that apply to all education and FES provision. These are underpinned by consistent, researched criteria for reaching those judgements. Inspectors will take comparable approaches to gathering evidence in different settings, although there may be some variation, for

example, depending on the age of learners and the type of provision. Inspectors will comply with relevant guidance and codes of conduct, but they will always try to be curious.

9. Inspection provides assurance to the public and to the States of Guernsey government that minimum standards of education and skills are being met; that – where relevant – public money is being spent well and that arrangements for safeguarding are effective.

## **A force for improvement**

10. Ofsted exists to be a force for improvement through intelligent, responsible and focused inspection. This is our guiding principle. The primary purpose of inspection under this framework is to bring about improvement in education provision.
11. Through the use of evidence, research and inspector training, we ensure that our judgements are as valid and reliable as they can be. These judgements focus on key strengths, from which other providers can learn intelligently, and areas of weakness, from which the provider should seek to improve. Our inspections act as a trigger to others to take action.

## **Helping to protect learners**

12. Inspectors will always take into account how well learners are helped and protected, so that they are kept safe. Although inspectors will not provide a separate numerical grade for this important aspect of a provider's work, they will always make a written judgement under 'leadership and management' about whether the arrangements for safeguarding learners are effective.
13. 'Inspecting safeguarding in early years, education and skills settings'<sup>1</sup> sets out the approach inspectors should take to inspecting safeguarding in all the settings covered by the framework. It should be read alongside the framework and handbooks.
14. Inspectors are also required to be familiar with the Bailiwick Care and Support Framework,<sup>2</sup> the Guernsey and Alderney Children's Law 2008,<sup>3</sup> and relevant local policy guidance relating to safeguarding in schools. They should take the principles of this guidance into account when inspecting:

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<sup>1</sup> 'Inspecting safeguarding in early years, education and skills settings', Ofsted, September 2022; [Inspecting safeguarding in early years, education and skills settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-settings).

<sup>2</sup> 'Care and support framework', Islands Safeguarding Children Partnership, June 2018; <http://iscp.gg/Care-and-Support-Framework>.

<sup>3</sup> The Children (Guernsey and Alderney) Law 2008, Guernsey Legal Resources; [www.guernseylegalresources.gg/article/94046/Children-Guernsey-and-Alderney-Law-2008](http://www.guernseylegalresources.gg/article/94046/Children-Guernsey-and-Alderney-Law-2008).

- 'Keeping children safe in education: statutory guidance for schools and colleges on safeguarding children and safer recruitment'<sup>4</sup>
  - 'Islands safeguarding childrens partnership'<sup>5</sup>
15. The framework is intended to be a force for improvement for all learners. The framework and remit-specific criteria are clear that the expectation is that all learners will receive a high-quality, ambitious education.
16. Inspectors will assess the extent to which the provider complies with relevant legal duties and the United Nations Convention on the Rights of the Child to promote equality, diversity and human rights and avoid discrimination.

## **Conduct during Ofsted inspections**

17. It is important that inspectors and providers establish and maintain a positive working relationship based on courteous and professional behaviour. We expect our inspectors to uphold the highest professional standards in their work, and to treat everyone they meet during inspections fairly and with respect and sensitivity. Please refer to our guidance 'Conduct during Ofsted Inspections'<sup>6</sup> which outlines our expectations of the conduct of Ofsted inspectors and Ofsted's expectations of providers during inspection.

## **Provision inspected under the framework**

18. By agreement with the Bailiwick of Guernsey, the framework applies to inspections of all fully states-funded schools and FES settings situated in the States of Guernsey, and Alderney.

## **The grading scale used for inspection judgements**

19. We will evaluate the work of each school across four key areas, including the additional areas of early years and/or sixth form provision where this provision is offered using the following four-point scale:
- grade 1 – excellent
  - grade 2 – good
  - grade 3 – requires improvement
  - grade 4 – inadequate.

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<sup>4</sup> 'Keeping children safe in education', Department for Education, September 2022; [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/622822/Keeping-children-safe-in-education.pdf).

<sup>5</sup> Islands safeguarding childrens partnership; [If you are concerned about a child in Guernsey or Alderney - Child Protection Guidelines \(iscp.gg\)](https://www.iscp.gg/)

<sup>6</sup> <https://www.gov.uk/guidance/conduct-during-ofsted-inspections>

## **Judgements made by inspectors**

20. The framework ensures that inspectors make a coherent set of judgements across the different education and skills and settings. The remit handbooks set out the methods inspectors use to gather evidence and the main criteria they use to make judgements. In most instances, these methods and criteria are common across the different remits, but there will inevitably be some variation.

## **Key judgements**

21. Inspectors will make graded judgements on the following key indicators using the four-point scale:
- quality of education
  - behaviour and attitudes
  - personal development
  - leadership and management.

The criteria that is used to make each of the graded judgements can be found in the States of Guernsey, and Alderney school inspection handbook and FES inspection handbooks.

## **Arrangements for different types of provision**

22. In addition to the judgements set out in the framework, inspectors will need to make a variety of other judgements in different types of provision. This section sets out those additional judgements and activities.

## **Schools with early years**

23. We give schools that have early years foundation stage provision a separate grade for that provision as part of school inspections. This only extends to schools with a reception year.
24. We give schools a separate grade for sixth-form provision as part of their inspection.

## **Further education and skills provision**

25. Further education and skills providers will also have the following types of provision graded where appropriate: education programmes for young people; adult learning programmes; apprenticeships and provision for learners with high needs.



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