



Working together for excellence in education

G2G Education Ltd

Inspection of British Schools Overseas



**G2G Inspector's Handbook and Framework
(2017)**

Contents	Page
Background to British Schools Overseas inspections	3
Principles behind the G2G Education inspection framework	3
The purpose of inspection	4
Inspector’s code of conduct	4
Organisation and quality assurance of the inspections	5
Responsibilities of the inspection teams	7
The inspection process	8
The report format	10
Complaints	11
Quality assurance and monitoring	11
The evaluation schedule	13
• The key judgements and grading scale	13
• The quality of education	13
• The quality of pupils’ personal development	15
• Safeguarding pupils’ welfare, health and safety	16
• The effectiveness of leadership, management and governance	17
• The effectiveness of early years provision	19
• The effectiveness of post-16 provision	21
Appendix 1:	
Standards for inspection of British schools overseas	22
Minimum standards for boarding	32

Background

In 2010 the UK Government introduced an inspection regime for overseas schools that describe themselves as British. G2G Education is one of seven companies that have been accredited by the UK's Department for education (DfE) as inspectorates for British schools overseas. The inspectorates will be quality assured by Ofsted, which will help to ensure a consistency of standard and quality.

The inspections are not compulsory and it is up to the school to request an inspection. By undergoing an inspection, a British school overseas will be able to reassure current and prospective parents that the education provided is on a par with its counterparts in the UK. The DfE document says: 'This ensures schools provide their pupils with the skills and qualifications they need to enter or re-enter the British education system. The scheme helps to inform parents of how the standards in these schools measure up against the standards that apply to independent schools in England'.

To become accredited, schools must have an inspection every three years to demonstrate that their performance is at least satisfactory in all the standards. The inspections will be carried out to the same standard as for independent schools in the UK.

G2G Education believes that inspection can help schools improve the quality of the education they provide and raise the standards achieved by their students, by identifying clearly what is working well and what needs to improve.

Principles behind the G2G Education inspection framework

G2G Education's framework for inspections of British schools overseas is closely aligned to Ofsted's Common Inspection Framework: education, skills and early years (2015), in particular the section on the inspection of non-association independent schools. The framework is also based on evaluations against the 2017 DfE standards (attached as appendix 1).

Our approach to inspections is rigorous and fair. We know that inspections can be stressful for schools and we aim to minimise stress by, for example, not making unreasonable demands for paperwork and by behaving with courtesy, respect and sensitivity at all times. Above all, we act in the best interests of the children and young people in the schools we inspect.

G2G Education believes strongly in 'improvement through inspection' and our motto is 'working together for excellence in education'. We will aim to realise both goals by involving schools in the inspection process from the outset, including discussion on appropriate dates and arrangements for the inspection visit. We endeavour to keep senior leaders aware of emerging findings through regular feedback and by encouraging them to participate in dual observations and to join the meetings of the inspection team. We offer feedback to all teachers who have been observed and aim to provide as much detail as possible where areas for improvement are identified.

G2G will tailor the inspection team to each school. We deploy inspectors with the relevant phase and subject experience. We ensure that the team includes inspectors familiar with

the particular curriculum, such as the International Baccalaureate (PYP, MYP and Diploma) or the International Primary Curriculum, in addition to the UK Early Years Foundation Stage, the National Curriculum for England and International examination curricula for secondary and post-16 students. Our inspectors are all experienced inspectors of maintained and independent schools and are chosen according to the necessary expertise for the phase and type of school we are inspecting, including those with special educational needs and boarding provision. We also believe that it is important for inspectors to be familiar with the context of the school and will deploy Ofsted inspectors who have experience of inspecting schools in the particular jurisdiction, where possible.

The purpose of inspection

The DfE's intention for the inspection of British schools overseas is to inform parents how the standards of these schools measure up against the standards that apply to independent schools in the United Kingdom. The inspection reports will be made available to parents and prospective parents to inform them about the quality of provision within the inspected school and its compatibility with independent schools in the United Kingdom. An essential element of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements. By achieving UK inspection based accreditation, participating schools will be able to demonstrate that they provide a British education that is of a similar standard to an education in an independent school in the UK.

The inspection will also identify what the school is doing well and what needs to improve. Inspectors will report with integrity the extent to which the school achieves its aims and meets the requirements for registration.

Inspections will generally take place every three years unless a school requests an interim review to monitor progress against areas for improvement identified in the latest inspection report.

Inspector's code of conduct

Inspectors are required to uphold the highest professional standards in their work and to ensure that everyone they encounter during inspections is treated fairly and with respect. Their relationship with the schools, established from the first telephone conversation, is of utmost importance. Inspectors must abide by the Code of Conduct, which requires them to:

- evaluate objectively, be impartial and inspect without fear or favour
- evaluate provision in line with frameworks, national standards or requirements
- base all evaluations on clear and robust evidence
- have no connection with the provider which could undermine their objectivity
- report honestly and clearly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- endeavour to minimise the stress on those involved in the inspection

- act in the best interests and well-being of service users
- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work
- respond appropriately to reasonable requests
- take prompt and appropriate action on any safeguarding or health and safety issues.

Above all, inspectors should act in the best interests of the children and young people in the schools that they inspect.

Schools to be inspected will be sent a copy of this Handbook and Code of Conduct. They will be asked to provide feedback on how well members of the inspection team adhered to it. The school itself should also act professionally and in a way that enables the inspection team to undertake its work effectively. Ofsted has included the following expectations for providers (The CIF, 2015), who should:

- be courteous and professional, treating inspectors with respect and sensitivity
- apply their own codes of conduct in their dealings with inspectors
- enable inspectors to conduct their visit in an open and honest way
- enable inspectors to evaluate the provision objectively against the frameworks, standards or regulatory requirements
- provide evidence that will enable the inspector to report honestly, fairly and reliably about their provision
- work with inspectors to minimise disruption, stress and bureaucracy
- ensure the good health and safety of inspectors while on their premises
- maintain a purposeful dialogue with the inspector or the inspection team
- draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
- recognise that sometimes inspectors will need to observe practice and talk to staff and users without the presence of a manager or registered person.

Organisation and quality assurance of the inspections

The number of inspectors on a team will depend on the size and individual circumstances of each school. In a standard inspection, the inspection team will consist of two inspectors, but other inspectors may augment the team in the case of large schools or complex provision, for example, those on split sites, where there are a substantial number of boarders or nursery pupils, or where particular expertise is needed. Where the school's provision includes children in the early years foundation stage (EYFS), the team will include

an inspector with expertise in this phase. For schools with registered provision for children under three years of age, the team will include an expert in provision for children in the early years.

The programming of inspections will be undertaken by the G2G Education directors and overseen by the Board.

The directors will organise training at the beginning of the year for associates to brief them on the inspection framework, procedures including the Code of Conduct and expectations. Further training will take place for inspectors new to overseas work and/ or inspection of independent schools.

Administration of the inspections will be undertaken by G2G Education, to include:

- Communication with the institution– letters, phone calls and email requests for documents and data
- Circulating the list of documents and information from the institutions
- Sending copy of the questionnaires and analysing the returns
- Ensuring that DBS checks have been undertaken and taking up references for new associates
- QA reading of the reports including a final proof-read before publication
- Sending reports to Ofsted and the institution
- Holding the inspection evidence and documents in a secure place for a year following the inspection
- Handling complaints
- Arranging for the invoicing and collection of payment from the schools
- Liaising with Ofsted and making arrangements for their monitoring
- Organising flights and accommodation for inspectors
- Ensuring that associates have appropriate insurance

The chief inspector will oversee all inspections and ensure that they are managed effectively and efficiently. She will liaise closely with the lead inspectors and will monitor the work of the inspection teams, including scrutinising their pre-inspection commentaries, reading their reports and full evidence base and joining teams, particularly where an inspector is leading for the first time.

He/ she will be responsible for:

- Quality assuring the inspections and participating in them
- Communicating with institutions before and after inspections

- Quality assuring all reports
- Liaising with Ofsted and the DfE
- Dealing with complaints (that cannot be dealt with by the inspection teams)
- Keeping track of inspection reports and their distribution
- Publishing inspection reports on the G2G Education website
- Arranging for the copying of documents for inspection and training
- Organising arrangements for training and seminars (for example, venues and invitations, etc.)

Responsibilities of the inspection teams

All the inspectors will be expected to be familiar with analysing data and with the DfE standards for the inspection of British schools:

- Standard 1: The quality of education provided by the school
- Standard 2: The spiritual, moral, social and cultural development of students
- Standard 3: The welfare, health and safety of students
- Standard 4: The suitability of the proprietor and staff
- Standard 5: The premises and accommodation
- Standard 6: The provision of information for parents, carers and others
- Standard 7: The school's procedures for handling complaints
- Standard 8: The quality of provision for boarding
- Standard 9: Leadership and management of the school

In addition to leading or acting as team members on inspections, they would be expected to:

- Keep clear and accurate records of evidence on evidence forms (EFs) and on the standards checklist
- Write clear summaries of judgements and evidence for their aspects (if requested by the lead inspector)
- Mentor and assess new associate inspectors or new lead inspectors when they join inspections
- Keep up to date with international best practice in education and inspection
- Undertake professional development and attend training sessions organised by G2G Education

The chief inspector will organise a programme of professional development activities for inspection teams, to ensure that they are kept up-to-date. There would be an induction programme at the outset to familiarise inspectors with the different contexts, inspection requirements and framework.

The inspection process

Inspection planning:

From the agreement of the inspection contract with the school, G2G directors will liaise directly with the school leaders (by phone and/or email) to:

- organise dates for the on-site inspection
- arrange travel and accommodation for inspectors
- learn about any cultural sensitivities in the area
- agree and collect the information the school can send electronically (for example, self-evaluation, governing body minutes, attendance information, student performance information and the school's aims and values)
- organise domestic arrangements for the inspection team
- gather information about any special events or staff absence
- provide the school with an inspection plan, including meeting times with school leaders, pupils and governors/ proprietors

G2G will gather a suitably-sized inspection team together. The team will be made up of able and trusted inspectors with experience in the appropriate phases, specialisms and, if necessary, boarding.

The pre-inspection role of the lead inspector is to:

- arrange a pre-inspection meeting with the inspection team to explain how the inspection will be conducted
- outline the expectations of team inspectors (professional conduct, completion of evidence forms, sensitivity to local expectations and culture)
- summarise the pre-inspection information provided by school and provide a brief, concise analysis of this information, with key lines of enquiry to follow
- produce a plan for deployment of the team (roles and responsibilities of team members)
- give guidance to the inspection team on the areas where further information is required

The inspection visit

The principal will be invited to take an active part in the inspection by joining the inspectors for dual observations, sitting in on team meetings and feedback to teachers. This option will be voluntary but can be a very important professional development for the school and assist in improving their self-evaluation skills. Other senior members of the school staff may be involved, but it will be important for the integrity of the inspection to be paramount.

The inspectors will aim to start generally on Monday, although some Middle Eastern countries may begin on Sunday. The team will meet the day before to finalise their arrangements and responsibilities.

The team meets the school principal, proprietor, members of the board and other staff early on the first day.

Activities that take place during the inspection include:

- Meetings with school staff to discuss their responsibilities in relation to various standards
- Meetings with students to discuss their work and hear about their experiences and views on the school
- Meetings with parents to discuss their involvement and views on the school
- Meetings with board members to discuss their management of the school and view on strengths and weaknesses
- Observation of lessons
- Scrutiny of samples of students' work in all subjects, with emphasis given to English, mathematics and science
- Observation of a range of other activities such as assemblies, break and lunch times and clubs and other events before and after school
- Scrutiny of other documents including data, policies, the school development plan, self-evaluation form, etc. (much of which will have been seen before the inspection)

Most the inspection time in school (at least 70 %) will be allocated to gathering first hand evidence through lesson observations, scrutinising work and talking with students.

All the activities will be recorded on evidence forms (EFs). (Inspectors will be shown how to complete these during the briefing session, if necessary).

The inspection team will meet at the end of each day to share evidence and begin to agree on their judgements. The principal (headteacher) and deputy will be invited to join these meetings. The lead inspector or one of the team will record points from this meeting. The judgements to be made are:

- the quality of education
- the quality of pupils' personal development
- safeguarding pupils' welfare, health and safety
- the effectiveness of leadership, management and governance

- the effectiveness of the early years provision
- how well the school meets each of the inspection standards (appendix 1).

Feedback

The principal/ proprietor will be provided with ongoing oral feedback from the lead inspector and be encouraged to join the regular team meetings so that he/she is aware of the developing inspection findings. He/she can contribute positively to the inspection process by, for example, pointing to areas of the school where relevant inspection evidence may be found. The principal and other members of the senior management of the school will be invited to take part in joint observations of lessons with inspectors so that they can understand the qualities in teaching and learning that inspectors look for and improve their own practice in monitoring and evaluation.

The team will offer to give feedback to each teacher observed during the inspection. The feedback will take place at times convenient to the staff and inspectors, and this will generally be during lunch breaks or after school.

There will be a final feedback on the last day of the inspection (or following morning) to the senior management of the school when the main findings and recommendations will be shared. There should be no surprises for the management team as the principal will have been kept up to date on emerging findings throughout the inspection. There will be an opportunity for discussion and clarification of findings to help the school plan for improvement in the future.

A draft inspection report, whose structure is outlined below, will subsequently be sent to the school for comment and to check that it is factually correct. The report will be finalised and published on the G2G Education website and a copy sent to the school.

The report format

The report will have the following sections:

- The purpose and scope of the inspection
- Details of the inspection process
- Information about the school
- Main findings and recommendations for improvement (including stating how well the school meets the standards for accreditation as a British school overseas).
- Commentary on:
 - the quality of education
 - the quality of pupils' personal development
 - safeguarding pupils' welfare, health and safety
 - the effectiveness of leadership, management and governance
 - the effectiveness of the early years provision (where relevant)
 - the effectiveness of post-16 provision (where relevant)

- Commentary on how well the school meets each of the nine BSO standards will be woven into the text of the commentaries on the four main key areas in the following manner.

Area of inspection	Standards considered (see appendix 1)
The quality of education	1, 2, 3 and 4
The quality of pupils' personal development	2 (d) and 5
Safeguarding pupils' welfare, health and safety	6 –16
The effectiveness of leadership, management and governance	1 – 34 and part 9 (all)

The report format will follow closely that used for the reporting of inspections of independent schools in the UK, so there is consistency and comparability for schools, parents and others. Therefore, the report format will be kept under review.

Complaints

Most inspections will be carried out without incident, but G2G Education inspectorate has established a complaints policy to deal with any concerns that do arise.

Any concerns or problems should first be resolved as soon as possible during the inspection. The principal should raise these with the lead inspector while the inspection is taking place. The lead inspector will then try to resolve the problem.

When these concerns cannot be resolved during the inspection, or where difficulties arise after the inspection has finished, for example, concerning the quality of the inspection report, the principal or proprietor may wish to make a formal complaint. The complaint should be sent to G2G chief inspector, who will investigate the complaint by contacting school staff and inspectors, as necessary. She has experience of dealing with complaints in former roles. If this does not resolve the issue, the complaint should be taken to the G2G Board to review and decide on a final outcome.

Complaints should be made within three months of the inspection.

Quality assurance and monitoring

The main purpose of quality assurance undertaken by G2G Education Inspectorate will be to ensure that:

- Judgements about the school and what it needs to do to improve are fair and accurate
- Communication of inspection findings is clear and helpful to the school
- Evidence is secure and substantiates all inspection judgements
- The conduct of the inspection is to a high professional standard.

Responsibility for quality will rest with each team member, who will be given feedback at the end of each inspection. The lead inspector will be responsible for the quality of each draft of the report and must ensure that it is clear, concise, compliant, convincing, internally consistent and free from errors of grammar, spelling and punctuation.

Each report will undergo a quality read to ensure that it complies with requirements and is clear, convincing and consistent etc. The EFs will be scrutinised alongside the report to ensure that judgements are backed up by reliable evidence.

All of the evidence will be monitored for quality, and feedback given to the inspectors. The evidence will be stored for up to a year and then destroyed, unless a shorter time is recommended (three months in the UK).

The chief inspector will participate in a number of inspections and use this to monitor the quality of the work of the team and to identify directly any gaps or weaknesses in the systems and processes. New team leaders will be monitored this way.

G2G Education Inspectorate will welcome monitoring by Ofsted at any point during the inspection process. We will listen carefully to any feedback and respond accordingly.

After each inspection, the principal will be asked to comment on the quality of the inspection. This information is used for training purposes and for continuous improvement.

The findings of each inspection and observations on the quality of the work of inspection teams and any feedback from Ofsted will be brought to the attention of the Board.

The evaluation schedule

Inspectors will check the extent to which the school meets the relevant BSO standards. In addition, they will make four key judgements. The four key judgements are:

1. The quality of education
2. The quality of pupils' personal development
3. Safeguarding pupils' welfare, health and safety
4. The effectiveness of leadership, management and governance

They will also make judgements on the quality of early years and post-16 provision, where appropriate.

The grading scale

Inspectors will use a four-point grading scale (CIF, 2015) to make the key judgements:

- grade 1: outstanding
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate.

Inspectors will draw on the grade descriptors in Ofsted's *School Inspection Handbook (2015)* to help guide decisions about judgement grades. A separate document with grade descriptors will be given to schools.

The quality of education

The inspection team will consider.

- the quality of the school's curriculum
- the quality of the teaching
- how well assessment information is used
- the impact of the curriculum, teaching and assessment on pupils' learning and their achievement

To reach a judgement on the quality of education, inspectors will consider:

- the breadth and balance of the curriculum
- how well the curriculum is matched to pupils' needs and interests
- how well activities are planned to support and challenge all groups of pupils and their impact on pupils' achievement
- the accuracy of assessment information and how well it is used to plan lessons, track pupils' progress and identify any who are underperforming
- how well teachers plan lessons and other activities to challenge and interest pupils so they enjoy their learning and achieve well
- the impact of teachers' assessment, marking and feedback on pupils' progress
- how well pupils achieve from their starting points, including how well they read and communicate and how well their numeracy develops

Sources of evidence

- Curriculum audits and maps, class timetables and teachers' plans
- scrutiny of pupils' written work
- lesson observations
- extra-curricular activities provided and attendance figures
- provision for pupils' SMSC development (including British values)
- the school's evaluations of teaching
- the quality of teachers' assessment, marking and feedback
- how well teachers use assessment information in their planning
- achievement and progress made by pupils over time, including examination and test results, particularly in English and mathematics
- talking to pupils
- impact of the use of homework
- extra support for pupils with special educational needs and/or disability (SEND) or who speak English as an additional language
- views of pupils, parents and staff

The quality of pupils' personal development

The inspection team will consider.

- pupils' personal qualities and attitudes (including their understanding of tolerance, democracy, the rule of law and respect for human rights)
- pupils' behaviour and their contribution to school and wider society
- pupils' attendance and punctuality
- pupils' spiritual, moral, social and cultural awareness
- the impact of the school's aims and values and personal, social and health education (PSHE) programmes on pupils' personal development and their preparedness for their roles as responsible citizens in a modern society

To reach a judgement on the quality of education, inspectors will consider:

- pupils' behaviour with, and their attitude towards, staff and their classmates in a range of settings
- the views of pupils, staff and parents
- how effectively the school's behaviour policy is implemented and the extent to which pupils' behaviour improves as a consequence
- how well the school analyses information about misbehaviour
- the overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils
- the extent to which low attenders are improving their attendance over time and whether attendance is consistently low
- pupils' punctuality in arriving at school and at lessons.

Sources of evidence

- how the school's ethos, its aims and values contribute to the development of pupils' confidence and attitudes
- the school's curriculum, particularly the quality of its PSHE, citizenship and careers programmes, and its behaviour policy
- pupils' observed behaviour in lessons and around the school
- opportunities for pupils develop personal qualities, organise themselves and take on responsibilities and develop leadership skills
- the school's records of behaviour, attendance and punctuality
- talking to pupils, parents and staff

Safeguarding pupils' welfare, health and safety

To reach a judgement on the quality of education, inspectors will consider:

- the quality of the school's policies on health and safety and safeguarding and how well the policies are implemented
- the impact of the school's work on pupils' welfare and health and safety
- how well pupils understand how to stay safe and how safe they feel.

Sources of evidence

- how effectively senior leaders and proprietors/governors ensure all pupils are safeguarded (including the quality of policies and the effectiveness of their implementation)
- talking to staff with relevant responsibilities, and with other staff about how well they can identify concerns, including awareness of radicalisation and extremism, and understand how to report them
- records of training for staff
- records of child protection and how they are gathered and stored
- the school's single central record and its recruitment and vetting procedures
- talking to pupils about their views of bullying and how safe they feel
- the views of parents
- the safety, security, cleanliness and maintenance of school buildings and grounds

The effectiveness of leadership, management and governance

To reach a judgement on the effectiveness of leadership, management and governance, inspectors will review a wide range of evidence and consider:

- whether the school meets all paragraphs in all parts of the BSO standards
- the leaders' vision and ambition for the school and how these are communicated to staff, parents and pupils
- whether leaders have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important
- whether leaders have the highest expectations for social behaviour among the pupils and staff, so that respect and courtesy are the norm
- the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement
- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding, and to improve their skills in a range of artistic, creative and sporting activities
- how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith
- the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively those responsible for governance hold them to account for this
- how leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high-quality education for all pupils, and how effectively governors hold them to account for this
- the quality of continuing professional development for teachers at the start and middle of their careers, and later, including to develop leadership capacity, and how leaders and those responsible for governance use performance management to promote effective practice across the school
- how effectively leaders monitor the progress of groups of pupils to ensure that none fall behind and underachieve
- how well leaders engage with parents, carers and other stakeholders and agencies to support all pupils
- how effectively leaders use additional funding and measure its impact on outcomes for pupils
- how well leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientation (and other groups with protected characteristics) through their words, actions and influence within the school and more widely in the community

- the effectiveness of safeguarding
- the effectiveness of leaders' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the staff do when they suspect that pupils are vulnerable to these issues.

Sources of evidence

- meetings with leaders and proprietors/governors
- scrutiny of records and other documents, including external reports, staff, pupil and parental questionnaires, performance management records (redacted), pupils' performance in examinations
- talking to pupils, parents and staff
- arrangements for safeguarding and their effectiveness
- governors' minutes.

The effectiveness of the early years provision

Inspectors will take account of:

- the effectiveness of leadership and management of the early years
- the quality of the teaching, learning and assessment
- the children's personal development, behaviour and welfare
- how well the children achieve.

To reach a judgement on the effectiveness of the early years provision, inspectors will consider:

- whether the rigour and effectiveness of systems to drive improvement, including:
 - monitoring the quality of provision and children's outcomes
 - the professional development of staff
 - evaluation of the impact of actions taken
 - setting ambitious targets
- the effectiveness of safeguarding procedures
- how well teaching nurtures, engages and motivates children, and promotes their sense of achievement and commitment to learning
- the breadth of the curriculum and how well it is based on accurate assessment of children's learning and development, so that activities and experiences meet their needs
- the quality and impact of phonics teaching
- how well all staff work with parents, engage them in their children's learning and keep them informed about their children's achievements and progress
- children's enjoyment of learning, including their participation and willingness to make choices and decisions, and the extent to which children are active and inquisitive learners who are creative and think critically
- how well children behave, cooperate and share with each other, make friends, respect each other's differences and build their understanding and respect for different families, people and communities beyond their immediate experience
- the extent to which children behave in ways that are safe, understand how to stay safe and show that they feel safe
- the proportions of children who have made typical or better progress from their starting points, including children with special educational needs or disability, and the most able
- the attainment of children at the end of Reception, including the proportion that achieve a good level of development, particularly in terms of how well children are prepared for Year 1
- whether outcomes are consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics
- how quickly any groups that are underachieving, are catching up.

When observing provision for two-year-olds, inspectors will assess whether practitioners are:

- knowledgeable about the typical development and characteristics of learning for two-year-olds, including their emotional and physical dependency on adults
- aware of the large difference in development between children who are 'just two' and those approaching their third birthday
- aware when children need comforting and respond in an appropriate way that provides that comfort
- focused on teaching children through the three prime areas of learning
- attentive to children's care needs and use times caring for them as an opportunity to help children's learning
- giving children time to be in familiar, small groups and opportunities to be in smaller, quieter areas for play
- patient, attentive and allow two-year-olds to express their ideas
- listening to children and responding to children's verbal and non-verbal communication rather than interrupting them
- gently talkative with children and are not put off when there is no response
- not reactive when children display a tantrum.

The effectiveness of post-16 provision

Inspectors will include a section in the inspection report that summarises the effectiveness of the provision for students aged over 16 (sometimes called 'the sixth form').

Inspectors will judge the effectiveness of the post 16 provision, by taking into account:

- the effectiveness of leadership and management
- the quality of teaching, learning and assessment
- the personal development, behaviour and welfare of learners
- outcomes for learners.

Inspectors will consider how well:

- leaders promote high expectations and use rigorous systems to drive improvement, including through monitoring and developing the quality of sixth form provision and improving the progress and achievement of learners and groups of learners
- teaching and assessment support and challenge learners
- programmes of study build on each learner's prior attainment and enable them to make progress and move on to a higher level of qualification when they are ready to do so
- learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans
- learners develop personal, social, employability and independent learning skills, and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience
- learners understand how to keep themselves safe and healthy, both physically and emotionally
- learners, and groups of learners, progress to the planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship.

Inspectors will also consider whether arrangements for safeguarding learners are effective.

Appendix 1

Standards for inspection of British schools overseas – Interpretation of standards (extract from DfE document)

We recognise that schools in different countries may have to produce and implement policies, or take action, in accordance with local regulations. It is not the purpose of these standards to ensure compliance with local regulation. However, the expectation is that the standards implemented by schools will ensure policies and procedures of a quality at least as high as those required in independent schools in the UK.

Schools must provide evidence to their inspectorate body that each standard has been met, and confirm to the inspectorate that to the best of their knowledge and belief, the school complies with all local regulatory requirements, and that there is no information available to them that indicate that the school would have to close in the foreseeable future. Where there is a conflict between these standards and local requirements, the requirements of the host country take precedence. Any departures from the standards due to host country requirements should be notified to inspectors so that they can be noted in inspection reports. We would expect inspectors to be sensitive to the local context, particularly where there are substantial cultural differences between the host country and the UK.

Where the standards require a school to make available information or a document the requirement is satisfied by placing a copy on the school's website (if a website exists), or placing a copy in the school for examination and informing parents of the availability of the information or document, or supplying an electronic (email) or paper copy to parents on request.

Part 1: Quality of education provided

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 sub-paragraph (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 special educational needs; 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 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;

(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 of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

(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 under the age of 5, 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 over the age of 16, 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.

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; and

(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.

(j) does not discriminate against pupils because of their protected characteristics as set out in Part 6 of the Equality Act 2010.

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.

Part 2: Spiritual, moral, social and cultural development of pupils

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; and

(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 and for the responsibilities of citizenship in the host country;

(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 processes, 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 at 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.

Part 3: Welfare, health and safety of pupils

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— effective arrangements are made to safeguard and promote the welfare of pupils at the school taking into account the local context.

8. 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 Minimum Standards for Boarding Schools specified in Part 9 where applicable.

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 in the host country are complied with and that a written health and safety policy is drawn up and effectively implemented.

12. The standard in this paragraph is met if the proprietor ensures compliance with fire standards which are at least as stringent as in the UK, for example as set out in the Regulatory Reform (Fire Safety) Order 2005.

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 which conforms to local regulatory requirements.

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.

Part 4: Suitability of staff, supply staff and proprietors

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.

(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 Safeguarding Vulnerable Groups Act 2006 where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of 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 Education and Skills Act 2008 or section 142 of the Education Act 2002, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction or any equivalent order made in the host country or overseas;

(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 host country;
- (iv) where appropriate, the person's qualifications; and
- (d) the proprietor ensures that, where relevant to any such person, checks are made, to the extent possible, on the person's suitability to work with children. This could include (for example) checks in the host country and any overseas countries where the person has lived (such as certificates of good conduct from the relevant embassies or police forces or a suitable criminal records check) and these are taken into account before confirming the appointment; and
- (e) 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 (d), the proprietor checks that Standard 14 of the Minimum Standards for Boarding Schools, is complied with, and in the light of the information from the checks referred to in paragraphs (c) to (e) 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)) must be completed before a person's appointment.

19.— (1) This paragraph relates to the suitability of supply staff at the school.

(2) The standard in this paragraph is met if—

(a) all reasonable steps have been taken, within the context of local requirements, to ensure that no person offered for supply by an employment business to the school begins to work at the school unless the proprietor has received written notification from the employment business in relation to that person that the checks have been made in respect of the person's identity, right to work in the host country, qualifications, and suitability to work with children (as required for staff employed by the school) to the extent relevant to that person;

(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);

20.—(1) The standard in this paragraph relates to the suitability of the proprietor of the school.

(2) Sub-paragraph (3) relates to the suitability of the proprietor where the proprietor is an individual.

(3) The standard in this paragraph is met if—

(a) the individual—

(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of 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 Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes

effect as if contained in either such direction; or any equivalent order made in the host country or overseas; and

(b) each individual proprietor of the school, or where appropriate the chairperson of the proprietorial body, can demonstrate that he/she has met all local requirements (if there are any), and in addition has been subject to checks confirming his/her identity, right to work in the host country, suitability to work with children (including any criminal records check where appropriate); and

(c) where appropriate, certificates of good conduct are obtained, wherever practicable, from the relevant embassies or police forces of all countries in which the proprietor has resided.

(d) The chairperson has checked the other members of the proprietorial body (where these exist) to confirm they meet all local requirements, their identity, right to work in the host country and suitability to work with children. Where appropriate, certificates of good conduct or where applicable a criminal record check should be obtained whenever practicable, from the relevant embassies or police forces of all countries in which they have resided.

(4) Sub-paragraph (5) relates to the suitability of the proprietor where the proprietor is a body of persons corporate or unincorporate.

(5) The standard in this paragraph is met in relation to an individual who is the Chair of the school if—

(a) the individual—

(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of 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 Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and

(b) the chairperson can demonstrate that they meet all local requirements, confirm their identity, right to work in the host country and suitability to work with children, including where applicable an enhanced criminal record check. Where appropriate, certificates of good conduct should be provided whenever practicable, from the relevant embassies or police forces of all countries in which they have resided

(6) The standard in this paragraph is met in relation to a person who, not being the Chair of the school, but who is a member of a body of persons corporate or unincorporated named as the proprietor of the school if—

(a) The individual-

(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of 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 Education and Skills Act 2008 or section 142 of the

Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and

(b) the Chair of the school carries out checks that they meet all local requirements, confirms their identity, right to work in the host country and suitability to work with children, including where applicable an enhanced criminal record check. Where appropriate, certificates of good conduct should be provided whenever practicable, from the relevant embassies or police forces of all countries in which they have resided

21. — The standard in this paragraph is met if the proprietor keeps and makes available to inspectors a comprehensive register of all staff (including the proprietor, or Chair or member of a proprietorial body) and volunteers who currently work in the school, or who have worked in the school since the last inspection, showing the dates when they commenced and ceased working in the school and the suitability and other checks which have been made, and the information obtained.

Part 5: Premises of and accommodation at schools

22. The standards about the premises of and accommodation at the school are those contained in this Part.

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.

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 Minimum Standards for Boarding 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.

Part 6: Provision of information

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 school’s inspectorate;

(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 school's 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 a copy of the report of the latest inspection against the BSO standards (if it has been sent to the proprietor) is published and maintained on the school's internet website, and made available to the parents of each registered pupil;

(e) 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;

(f) any information reasonably requested in connection with a BSO inspection 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;

(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 special educational needs 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; and

(f) details of the complaints procedure referred to in paragraph 31, and the number of complaints registered under the formal procedure during the preceding school year.

Part 7: Manner in which complaints are handled

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 has regard to local regulatory requirements and circumstances and 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;
 - (i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is—
 - (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) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and—
 - (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) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where local legal requirements permit access.

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 BSO standards are met consistently;
 - (b) fulfil their responsibilities effectively so that the BSO 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 as physical and mental health and emotional well-being; protection from harm and neglect; education, training and recreation; the contribution made by them to society; social and economic well-being.

Part 9: Minimum standards for boarding

These standards contain arrangements to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools. They provide the minimum standards below which no school is expected to fall in securing outcomes for boarders.

Standard 1 – Statement of boarding principles and practice

1.1 A suitable statement of the school's boarding principles and practice is available to parents and staff, is made known to boarders, and is seen to work in practice.

Standard 2 – Boarders' induction and support

2.1 There is an appropriate process of induction and guidance for new boarders.

2.2 Each boarder has a choice of staff to whom s/he can turn for personal guidance or for help with a personal problem.

2.3 The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who boarders may contact directly about personal problems or concerns at school. Boarders are informed who this person is, and how to contact them and they are easily accessible. Boarders are also provided with one or more appropriate helpline(s) or outside telephone numbers to contact in case of problems or distress.

Standard 3 – Boarders' health and wellbeing

3.1 The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.

3.2 Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary.

3.3 In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary.

3.4 All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so.

3.5 The confidentiality and rights of boarders as patients are appropriately respected. This includes the right of a boarder deemed to be "Gillick Competent" to give or withhold consent for his/her own treatment.

Standard 4 – Contact with parents/carers

4.1 Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders.

Standard 5 – Boarding accommodation

5.1 Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all

boarders. Where boarders are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls.

5.2 Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.

5.3 Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders.

5.4 Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility.

5.5 Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm or cool as appropriate to the climate.

5.6 Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish.

5.7 Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils.

5.8 Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders' privacy.

Standard 6 – Safety of boarders

6.1 The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy.

6.2 The school premises, 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.

6.3 The school ensures that 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 appropriate action is taken to reduce risks that are identified.

Standard 7 – Fire precautions and drills

7.1 The school complies with fire standards which are at least as stringent as the Regulatory Reform (Fire Safety) Order 2005.

7.2 In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'.

Standard 8 – Provision and preparation of food and drinks

8.1 All boarders, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety.

8.2 Suitable accommodation is provided for the hygienic preparation, serving and consumption of boarders' main meals. This may be situated in the main school provided it is adjacent to or reasonably accessible from the boarding accommodation.

8.3 In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarder's individual needs in this respect.

8.4 Pupils with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.

Standard 9 – Boarders' possessions

9.1 Adequate laundry provision is made for boarders' clothing and bedding. Boarders' clothing is satisfactorily stored and issued to the right boarder following laundering.

9.2 Boarders are able to obtain necessary personal and stationery items while accommodated at school.

9.3 Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.

9.4. Any search of boarders' personal belongings should be carried out in accordance local regulations, where these exist.

Standard 10 – Activities and free time

10.1 There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place for any activities which may put boarders at risk of harm.

10.2 Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish.

10.3 Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

10.4 Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age.

Standard 11 – Child protection

11.1 The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school.

Standard 12 – Promoting positive behaviour and relationships

12.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes:

- measures to combat bullying, including cyberbullying, and to promote positive behaviour;
- school rules;
- disciplinary sanctions;
- when restraint, including reasonable force, is to be used and how this will be recorded and managed; and
- arrangements for searching pupils and their possessions.

12.2 The policy complies with relevant legislation and has regard to relevant guidance, and is understood by staff and pupils.

Standard 13 – Management and development of boarding

13.1 The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.

13.2 There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.

13.3 The school's leadership and management demonstrate good skills and knowledge appropriate to their role.

13.4 The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.

13.5 The school's leadership and management and governance actively promote the wellbeing of pupils.

13.6 Senior boarding staff have an adequate level of experience and/or training.

13.7 The school follows and maintains relevant policies.

13.8 Relevant records are maintained and monitored by the school and action taken as appropriate.

13.9 Relevant issues are monitored, and action is taken to improve outcomes for children as appropriate.

Standard 14 – Staff recruitment and checks on other adults

14.1 Schools operate safe recruitment and adopt recruitment procedures

14.2 There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with pupils. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.

14.3 All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.

14.4 The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians.

14.5 Any guardians appointed by the school are subject to the same safer recruitment procedures as staff, and their care of pupils is monitored.

Standard 15 – Staffing and supervision

15.1 Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.

15.2 Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.

15.3 The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved.

15.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.

15.5 Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.

15.6 Staff working within the school know and implement the school's policy in relation to boarders going missing and their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate.

15.7 There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house.

15.8 Boarders have a satisfactory means of contacting a member of staff in each house at night.

15.9 Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils.

15.10 Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.

Standard 16 – Equal opportunities

16.1 Boarders are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010 or because of their cultural background, linguistic background, special educational need, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Standard 17 – Securing boarders' views

17.1 Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising a concern or making a complaint in good faith.

Standard 18 – Complaints

18.1 The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant standards.

18.2 The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld).

Standard 19 – Prefects

19.1 Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.

Standard 20 – Lodgings (long-stay)

20.1 Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least yearly.

20.2 It is clearly stated to parents whether any lodgings accommodating pupils are to be arranged by the school or by parents themselves.

20.3 Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school.

20.4 The school visits all potential lodgings it may arrange, and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any pupil is placed there.

20.5 The school ensures that all adults providing lodgings for pupils on its behalf have undergone safeguarding training that is updated regularly, and that they understand the school's policy in relation to pupils going missing and their role in implementing that policy.

20.6 The school has a satisfactory written agreement with each adult providing lodgings for pupils on its behalf.

20.7 The school provides satisfactory written guidance to host families accommodating pupils on behalf of the school, covering the school's policy and practice for lodging pupils.

20.8 At least once per school term a member of staff discusses their lodgings separately with each pupil accommodated by or on behalf of the school in lodgings, recording the pupil's assessment in writing and taking action on any concerns or complaints.