



The inspection of British Schools Overseas

Cambridge Education framework

September 2017

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Standards for the inspection of British schools overseas

Background and context

Overseas schools describing themselves as “British” are subject to recognition by the British government under the voluntary inspection scheme. The Department for Education (DfE) has put in place arrangements for inspection against a common set of standards that British Schools Overseas (BSO) can choose to adopt.

The purpose is to inform parents of pupils in British schools overseas how those schools measure up against the standards that apply to independent schools in the United Kingdom. As an inspectorate authorised by the DfE, and quality assured by Ofsted, Cambridge Education can inspect British schools overseas using the agreed criteria. Following the inspection, the lead inspector will prepare an inspection report that is made available to parents and prospective parents, via the DfE’s website, so that they are informed about the quality of education in 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 demonstrate that they provide a British education that has similar characteristics to an education in an independent school in the UK. The inspection will also identify what the school does 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.

To become accredited, schools normally have an inspection every three years to demonstrate that they provide a British education that is of a similar standard to an education in an independent school in England.

This document outlines the standards for accreditation of British schools overseas that Cambridge Education, as an accredited inspectorate, uses as a benchmark. These standards are common to all inspections, whether carried out by Cambridge Education or another provider.

The DfE recognises 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 England.

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 indicates 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.

The evaluation framework

Inspectors will check the extent to which the school meets the relevant BSO standards. An overall judgement will be provided.

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

The grading scale

Inspectors will use a four-point grading scale (Common Inspection Framework - CIF, 2016) to make the key judgements:

grade 1: outstanding

grade 2: good

grade 3: satisfactory

grade 4: inadequate.

Inspectors will draw on the grade descriptors in Ofsted's School Inspection Handbook (August 2016) to help guide decisions about judgement grades. These can be found in Cambridge Education's inspectors' handbook. A separate document with grade descriptors will be available to schools.

British schools overseas: the standards

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.

The inspection process

Planning and organisation

Cambridge Education will use the above standards of accreditation as the inspection schedule. The following list outlines the process and, where appropriate, the time line for inspection.

- The inspection is commissioned and dates agreed.
- Within one week, Cambridge Education will request information from the school about its organisation and curriculum. This will enable CE to agree with the school the number of inspectors, their expertise and the number of inspection days.
- The Cambridge Education central team will deploy a lead inspector and the necessary number of team inspectors for the inspection. The inspection team will be balanced and be made up of suitably experienced inspectors whose specialisms match the context and setting of the school. For example, where there is an early years setting to be inspected, the team will include an experienced early years inspector. The same is true where primary, secondary, day and/ or boarding provision is to be inspected.
- Confirmation of the inspection team will be sent to the school two weeks before the inspection.
- The school raise any concerns or perceived conflicts of interest about the team within 24 hours.
- School to provide a range of documentation two weeks before the inspection to enable the lead inspector to prepare a briefing paper.
- The lead inspector sends the briefing paper to the school and the inspection team three days before the inspection.
- On-site inspection will last between two and four days depending on the size, type and context of the school.
- Inspectors will provide verbal feedback to senior managers / owners before they leave the school.
- The draft inspection report is written and the lead inspector sends the draft report to the central Cambridge Education office for a quality read. The inspection report will use the designated inspection report template. Cambridge Education has a writing style guidance document which inspectors will refer to when writing an inspection report.
- Inspectors send the final draft inspection report to the schools within 20 working days of the end of the inspection.
- School has 48 hours to check for factual errors.
- Final inspection report is sent to school / owners within 25 days of the end of the inspection.

The time allocated to inspection will be used mainly for gathering first-hand evidence that leads to conclusions about overall effectiveness, the main strengths and what could be improved. Activities must ensure that:

- sufficient evidence is gathered so that judgements about the school are secure and reliable
- all inspectors record evidence on evidence forms
- the main judgements about the school are corporately agreed
- the conduct of the inspection is to a high standard so that professional relationships are strong and inspectors' work is respected
- teachers and those with leadership and management responsibilities in the school receive well-informed and helpful feedback.

Most of the time on-site is spent gathering first-hand evidence by:

- direct observation
- talking to staff, pupils / students and others in the school
- tracking school processes, such as evaluation and performance management
- analysing samples of pupils' / students' current and recent work if appropriate
- joining meetings such as department, council or management meetings, and directly observing management processes, such as the monitoring of teaching
- analysing records relating to pupils / students with special educational needs, including individual education plans, statements, annual reviews and transitional reviews.

However, it is important to be guided by the school and take account of their needs. Sometimes, schools will provide a programme for the time in school. Inspectors should use this unless they believe that to do so would compromise their ability to gather the evidence. If there is a need to amend the school's programme, this should be done sensitively and with the person who has commissioned the inspection.

Inspectors will not always observe complete lessons or sessions. Indeed, there will be times when scanning across the work of several groups of pupils / students is desirable. However, inspectors will ensure that teachers are aware of the main reasons for observing a lesson or part lesson.

Inspectors will gather and analyse first-hand and other evidence, and record judgements on standard forms. The forms, together with any briefings or plans contribute to the evidence base for the inspection. The lead inspector is responsible for compiling and assuring the quality of the evidence base and returning it to Cambridge Education along with their report following the visit.

The inspection of British schools overseas which are undertaken by Cambridge Education are self-financing.

Contingency arrangements

Where unexpected and unusual situations arise either for the school or the Cambridge Education inspection process, for example an unexpected illness of one of the inspection team, all possible measures will be taken to ensure the smooth running of the inspection. Cambridge Education will liaise closely with the school whenever contingency arrangements are necessary. Cambridge Education has a highly skilled and experienced cadre of inspectors upon whom they can call.

Protocols and procedures

Recruitment and training

The recruitment process is not simply an initial activity; we recruit continually to ensure security of provision, refreshment of skills, capability and age profile of inspectors. Each area of additional specialist capability will be addressed through our normal training regime blending, face-to-face, distance learning and bespoke coaching; the quality of this approach is evidenced through our outstanding track record of first time 'sign-off'. Completion of training and demonstration of the required level of expertise will result in individuals being accredited to operate on these additional specialist areas. Cambridge Education will organise training annually 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.

All CE inspectors will meet the following requirements:

- have at least five years' teaching experience and QTS;
- have held at least one post of significant whole-school responsibility in a British curriculum school, either in the UK or overseas;
- have undergone a DBS or equivalent check within the last three years and appropriate appointment checks (references, medical declaration and check of qualifications).
- have undertaken CE's level 1 and 2 inspection skills training and will have recent experience inspecting in the UK or in British curriculum schools overseas;
- have an up to date knowledge of educational standards in British schools. This will include experience of teaching or inspecting in the UK within the last three years; and
- not have been a headteacher or deputy, proprietor or governor of a UK maintained or independent school that has been judged inadequate in substantial aspects of its provision (unless there are mitigating circumstances such as having been drafted in specifically to help to improve the school).

In addition to the requirements above lead inspectors must:

- have held a senior post of responsibility in a British maintained or independent school in the UK for at least three years and/or worked successfully as an inspector for a national or approved inspectorate in the UK
- have undertaken training to be a lead inspector overseas and been assessed as fit to lead inspection overseas by CE's training professional lead
- have no conflicting interest in any of the schools they inspect, other than their personal salary or fees from CE.

In addition to requirements above CE's chief inspector will:

- demonstrate substantial knowledge of the service's remit

- have substantial experience of inspection work, including at least five years' experience as a lead inspector in the UK
- be able to demonstrate integrity, impartiality and independence from the schools in the service's remit and have no connection with any member of the board of directors of the inspection service that could impair or be seen to impair that independence.

Independence

- Cambridge Education is legally independent from the schools it serves and has independent expertise on its managing board that will ensure it is aware of best practice and remains up to date with emerging regulatory changes in the UK.
- Cambridge Education's inspection managing board has a minimum of two independent members who are experts in relevant fields and have no connections with inspected schools that could impair inspection objectivity. In addition, no other board members have connections with inspected schools that could impair objectivity and there are arrangements in place to manage conflicts of interest along the lines of best corporate and charitable practice in the UK.
- The lead professional exercises full professional independence and the appointment process ensures he/she has no prior association with the schools inspected that could impair his objectivity.
- The lead professional is responsible for notifying the Department for Education of any attempts by schools, associations or other school representatives, to influence the management of the inspectorate.
- The terms of appointment of all Cambridge Education's inspectors allows them to exercise professional independence and prevents them from inspecting schools they have engaged with in an advisory capacity.

Conduct during inspection

Inspectors must maintain the highest professional standards treating everyone they encounter during inspection respectfully, fairly and with sensitivity.

Inspectors are expected to:

- evaluate objectively, be impartial and have no previous connection which could undermine their objectivity
- report honestly and fairly, ensuring that judgements are accurate and reliable
- carry out their work with integrity, treating all those they meet with courtesy and sensitivity
- do all they can to minimise stress of those involved in the inspection, and act with their best interests and well-being as priorities
- 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, and
- take prompt and appropriate action on any safeguarding or health and safety issues.

The code of conduct aims to ensure that teachers and other staff are guaranteed a review of high quality. In practical terms, inspectors will:

- always respect the presence of teachers and other staff, for example, when entering or leaving classrooms
- not normally observe teachers or teaching assistants for more than about half of the teaching day, and never more than three quarters
- only make judgements on teaching where it is observed for a sufficient time to gather secure evidence
- offer feedback on teaching, explain the reasons for their judgements and be helpful in identifying where improvement is needed; and
- not expect staff to create additional paperwork specifically for the review.

Expectations of providers

A positive working and professional relationship is vital to a successful inspection. Cambridge Education would expect providers to:

- 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
- ensure the good health and safety of inspectors while on their premises
- 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.

Quality assurance of reports

Lead inspectors are identified from the pool of team inspectors, selecting those who demonstrate their outstanding ability to communicate skilfully both orally and in writing. Experienced lead inspectors undertake quality assurance of pre-inspection commentaries, reports and other inspection documents. On-going training is focused on promoting best practice in written communication, **use of an extensive variety of**

evidence capture techniques and understanding of body language and empathetic relationships.

In addition, authors and quality assurance readers are expected to embrace any variation in writing style required for different remits; for example, independent school reports and childcare reports reflect small but significant differences in approach to reporting inspection findings. Lead inspectors are expected to check their pre-inspection commentaries and first draft reports before submitting for quality assurance checks. The criteria used to determine that any documentation is fit for purpose and high quality are shared with inspectors and quality assurance readers. Evaluation of all documentation, especially reports, takes place on a number of levels but outcomes always inform the performance management process and training programmes. Inspectors are closely managed by both the Lead Professional and the Project Manager to ensure that they write to the framework, timescale and evaluation schedule.

We utilise all documents associated with inspection, including reports, to identify best practice in all aspects of recording information. This is systematically analysed and evaluated, with the outcomes informing our drive for continuous improvement. This ensures that high quality inspection reports and information are delivered as required by Ofsted.

The lead professional is responsible for ensuring suitable support systems, such as electronic or phone, are in place to provide easily accessible support for inspectors both before, during and after an inspection.

Dealing with complaints

We value feedback as a useful component of our quality assurance toolkit. Whilst complaints are always uncomfortable, they help alert us to difficulties, uncertainties or problems. This then enables us to address issues relating to the performance of individuals and/or the overall inspection process. Consequently, we take complaints very seriously. We raise inspectors' awareness of the complaints process and policy through general training events and expect inspectors to try to resolve concerns amicably and informally during the inspection. Similarly, our operational staff receive training in the difficult task of responding to customer concerns.

A detailed complaints policy and procedures are available from Cambridge Education by writing to:

The Quality Assurance Manager
Cambridge Education Ltd
22 Station Road
Cambridge
CB1 2JD

