

STANDARDS FOR INSPECTION OF BRITISH SCHOOLS OVERSEAS

PART 1 - The quality of education provided by the school

1.2 The curriculum

Standard 1.1

Does the school have a curriculum policy set out in writing and supported by appropriate plans and schemes of work, and does it implement it effectively?

The written curriculum statement does not need to be long or detailed, but it must be available to parents (BSO Standard 6.7) and it must be implemented effectively. It must therefore be an accurate summary of the curriculum experienced by the pupils. It is worthwhile spending the time to check the curriculum document against class timetables, and, where options have been made or individual work is given, against the timetables of particular pupils.

There must be some written planning and schemes of work. However, the schemes of work do not have to be devised by the school itself, but can be national materials such as QCA schemes, commercially published schemes, or those found in the curriculum support materials prepared by a central body for use by a group of linked or co-ordinated schools.

Some schools are uncertain about what should be in a curriculum policy statement and in plans and schemes of work. The DfE has agreed to send out the following additional guidance, when asked by schools for clarification:

'The school should prepare curriculum policy statements, setting out in general terms how each subject is to be taught, how work will be planned to meet the needs of pupils, what the implications of the subject are for the school's particular pupil group. The policy statements may set out the general principles of assessment, recording, accreditation and of reporting on progress for the subject, or this may be covered in a separate overall policy on assessment, recording and reporting.

Timetables for classes or individuals will provide further information as to how the curriculum is to be managed, particularly with regard to the balance and coverage of subjects taught.

The schemes of work should set out the range of topics for each subject to be taught over each term, how individual topics are to be taught, what resources will be used, and what opportunities will be taken for assessing pupils' learning and progress. A week-by-week breakdown is often used. It is usual for schemes to set out objectives for learning within each topic, and for these objectives to be featured in planning for individual lessons and in assessment. The best schemes set out differentiated content and approaches for the different levels of capability and need (not least in terms of literacy) amongst the pupils. They also make reference to links between subjects - such as noting opportunities to use ICT and literacy/numeracy skills within the topic.'

In judging whether the plans and schemes of work are appropriate, what happens in practice needs to be taken into account. If the school implements a broad and coherent curriculum effectively then brief plans and outline schemes of work may be perfectly appropriate.

However, if the curriculum shows little progression or continuity and there is much duplication and unplanned repetition, then the plans and schemes of work are not appropriate or are not being implemented effectively.

Standard 1.2

Is there full-time supervised education for pupils of compulsory school age?

There is no statutory definition of full-time education for independent schools in the UK. The guidance in the DfE information pack says that '*there are no mandatory regulations for independent schools. However, they are expected to follow the guidelines for maintained schools i.e.: pupils are required to attend school for at least 190 days a year (38 weeks), with provision for at least 380 sessions, a session being regarded as at least a 2 hour period morning or afternoon.*'

If a school meets for fewer than 380 sessions a year, the education may still be full-time because the smaller number of sessions may be compensated for by sessions of greater length.

The DfE guidance recommends minimum amounts of taught time per week for different key stages, from 21 hours for Key Stage 1 to 24 hours for Key Stage 4. While these may be recommended to independent schools they cannot be insisted upon. However, in schools where there is less than about 18 hours of taught time a week, this regulation will not be met. We can only accept taught time as short as 18 hours if the time is spent intensively and consistently in educational activities.

'Supervised education' will normally mean that there is a teacher or other responsible adult present, or in the vicinity, to help the pupils in their learning as well as to ensure their safety and well-being. However, there may be times when, for example, older, responsible pupils work on their own in the library without an adult being present in the same room. Provided that they know where to go for help, should they require it, this arrangement could be regarded as supervised education.

The definition of compulsory school age varies from country to country. In England pupils become of compulsory school age on 1 January, 1 April or 1 September immediately following their fifth birthday and remain of statutory school age until the last Friday of June in the school year (1 September to 31 August) in which their sixteenth birthday falls.

It is permissible in England for pupils below or above compulsory school age to attend part-time. It is also permissible for pupils of statutory school age, who are being educated outside school, to attend an independent school part-time. It is the responsibility of the parents to ensure that children educated outside school receive the appropriate amount and level of instruction. The matter is whether the instruction for these pupils is suitable and efficient. The existence of any pupils in this category should be noted in the ROIEJ, and in the report it should mention in the section 'Information about the school' that the school provides some lessons for children educated outside school.

Standard 1.3

Does the curriculum give pupils of compulsory school age experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative?

The regulations are not intended to be prescriptive about the way a school organises its curriculum, and do not require schools to follow the National Curriculum, but it should give experience in the following broad areas of learning although these need not be delivered through separately timetabled subjects. Plans and schemes of work must, however, illustrate how each area is to be woven into the school curriculum.

Linguistic: this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In most schools, these skills will primarily be developed in English. Many schools will also teach other languages and the role of foreign language provision in the school, and the extent to which this helps linguistic development, should be reported on. Schools will normally be expected to offer pupils the chance to learn a modern foreign language, at least as part of their secondary education.

Mathematical: this area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: this area is concerned with increasing pupils' knowledge and understanding of living things, materials and physical processes and with developing the skills associated with science as a process of enquiry; for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: this area will include some or all of the following components: developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. It is important to note that ICT is not compulsory and some schools may object in principle to its use.

Human and social: this area is concerned with people and how they live, with their relationships with each other and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools the subjects of history and geography make a strong contribution to this area.

Physical: this area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative: this area is concerned with developing the pupils' capacity to respond emotionally and intellectually to sensory experience and to appreciate beauty and fitness for purpose. It involves the exploration and understanding of feelings and the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution including art, music, drama and the study of literature because they call for personal, imaginative, and often practical, responses.

The regulation does not require that all areas of learning are represented in the weekly timetable, but that pupils are given experience of them all at some stage during the term or year.

Standard 1.4

Does the curriculum take account of curricula and external accreditation commonly used in schools within the UK, in a manner that enables pupils to enter, or re-enter the UK educational system at an appropriate level?

Overseas schools are not obliged to follow an English curriculum model. The curriculum needs to be well planned to cover a good range of learning with suitable allocations of time, but should allow pupils to re-enter the UK-system without difficulty.

Standard 1.5

Is the subject matter appropriate for the ages and aptitudes of pupils, including those with learning difficulties or disabilities?

Inspectors use their own professional judgement to establish whether the curriculum meets the needs of pupils. Provision should reflect local curriculum requirements designed to help pupils understand and integrate into the host country, for example, where the host country requires pupils to study its language(s), culture and history. An instance would be schools located in Spain which are required to provide lessons in Spanish language, culture and history with the addition of e.g. Catalan language in the North East of the country. Inspectors should make themselves aware of such local requirements, check the school's provision and ascertain its impact on the overall breadth and balance of the curriculum. Inspectors should establish how well the school's provision meets the needs of pupils with specific learning difficulties and for pupils for whom English is an additional language.

Standard 1.6

Does the policy enable pupils to acquire skills in speaking/listening/literacy/numeracy?

Standard 1.7

Is the principal language either English (or Welsh)?

Standard 1.8

Where pupils have been identified as having learning difficulties and/or disabilities, does the curriculum provided meet their needs?

Pupils identified as having special educational need should have individual education plans which set out how their needs are being met. It should be evident that the progress of the child is regularly reviewed in relation to the targets set for him/her. On those occasions where there may be pupils who are bi-lingual, an effective education is one which enables them to achieve satisfactorily or well in relation to their capabilities, aptitudes and prior attainments, and not to be handicapped for reasons of language proficiency.

Standard 1.9

Does the school provide personal, social and health education which reflects its aims and ethos?

The regulation does not prescribe how Personal, Social and Health Education (PSHE) or similar course, is to be delivered: it could be as a separate subject, or it could be through other subjects, or it could be in tutorial periods. As with all regulations in this section, it

should be supported by 'appropriate plans and schemes of work'. There must, therefore, be an organised and coherent programme that is appropriate to the individual needs of pupils. In judging the content of this programme, inspectors will need to be sensitive to the religious or philosophical principles which are held by the school: the regulation explicitly recognizes that PSHE should reflect the school's aims and ethos.

It will often be impossible to observe PSHE sessions during a short inspection but it should be possible to ascertain whether pupils have a sound knowledge and understanding of personal, health and social issues, and an awareness of their ability to make choices.

Standard 1.10

Does the school provide appropriate careers guidance for secondary age pupils?

At the least, schools should offer pupils in Key Stage 3 advice on their choices of options for GCSE or other courses, and pupils in Key Stage 4 and beyond advice on future pathways. Specific careers education and guidance often start in Year 9. The best programmes offer systematic information about careers, access to individual guidance, direct experience of the world of work and access to up-to-date information about work, training, and career opportunities. Guidance should help students to develop self-awareness and to recognize their talents, strengths and weaknesses in order to explore future options realistically. Careers guidance should take account of the overseas context of the school and the normal range of student destinations on leaving.

Standard 1.11

If there are pupils above British compulsory school age, does the school provide a programme of activities appropriate to their needs?

For pupils of this age, it is particularly important that they receive "adequate preparation for the opportunities, responsibilities and experiences of adult life" (Standard 1.14). Beyond that, there can be considerable flexibility taking account of their aspirations and interests as well as of their needs. It would be unreasonable to expect the post-16 curriculum in independent schools to be more constrained than that which is offered in maintained schools and colleges.

Standard 1.12

If there are pupils below British compulsory school age (i.e. in the term after they attain age 5) does the school provide a programme of activities appropriate to their needs?

The ROIEJ has a number of additional sections relevant to the EYFS throughout and all are marked. Schools are required to make their own self-evaluation of the Early Years provision. Inspectors must state this in the ROIEJ and make their own judgement, providing more evidence if this judgement differs from that of the school.

The lead inspector is responsible for checking where evidence can be gathered efficiently to avoid duplication (for example aspects of health and safety, including the EYFS and the whole school); quality assuring the work of the other team member including the quality of their evidence base and checking that they are using the ROIEJ correctly and negotiating times for team discussion and to jointly feedback findings to the school.

Standard 1.13

Does the curriculum provide the opportunity for all pupils to learn and make progress?

Inspectors must check that the curriculum does not deny opportunities to individual pupils or groups of pupils, whether these groups are characterized by ability, previous attainment,

behaviour patterns, disability, gender, ethnicity, linguistic background or any other criteria. This is not simply a matter of looking at the written curriculum documents. It will also be necessary to consider how the curriculum is implemented in practice by observing lessons, scrutinising pupils' workbooks, talking to pupils, and analysing statistical information. The summary of achievements in the ROIEJ will be particularly helpful in deciding whether this key regulation is met.

Standard 1.14

Is there adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life?

It is good practice to make a conscious effort to prepare even the youngest pupils for adult life. However, this Standard should only be 'failed' in those schools in which pupils stay up to or beyond school leaving age, where the school makes insufficient effort to prepare pupils in this way.

Quality of the curriculum: evidence for the report

Essentially, every school is required to have a reasonably broad curriculum that is suitably planned and effectively implemented. Bullet points should record evidence of the extent to which the school meets this overarching requirement. The section on the curriculum in the report should reflect the nature of the faith, philosophy and ethos of the individual school wherever possible.

Record of lessons seen

This is a summary of all the lessons observed during the inspection. The summary should note the year group or groups and the subject or subjects being taught. A separate EF section should be written for each lesson observed. For details of how to complete EFs, and for descriptors of the grades to be used, please see the next section of this handbook.

The grid should be used for lesson observations only and should not include assemblies or extra-curricular activities although they should be observed. Evidence from them should be recorded on the supplementary EF for interviews, meetings, assemblies etc, and will, in practice, inform many parts of the ROIEJ and the report.

Evidence of the pupils' achievements

The pupils' achievements are to be judged in terms of the rate of progress that they make over time in relation to evidence of their capabilities, aptitudes and prior attainments. While the observation of lessons makes a contribution to judgements about achievements, other forms of evidence are also needed.

Statistical evidence

This should include any data that is available about attainments on entry, together with data on pupils' attainments during and at the end of their time at the school, and the results of any public examinations that have been taken; so that some analysis can be made of the value added by the school, noting any marked variation between subjects or categories of pupils.

Pupils' work

Wherever possible, pupils' recorded work that has been completed over several months should be scrutinised so that judgements can be made about their progress over time.

Discussions with pupils

Discussions will take place with pupils during lessons and informally around the school. There may also be formal arrangements made for inspectors to meet groups of pupils. From these discussions, judgements can be made about how well they understand the work they are doing and whether they find it too easy, too difficult or at the right level of challenge.

Observations of lessons and extra-curricular activities

A summary of the grades given for lessons should be recorded here, together with any evidence from extra-curricular activities, which will often demonstrate how well pupils with particular aptitudes and interests are able to achieve.

Summary of achievements

Drawing on all the evidence above, a brief statement should be made about pupils' achievements noting any significant variations between pupils of different ability, previous attainment, behaviour patterns, disability, gender, ethnicity or linguistic background. This summary will inform judgements about many of the regulations and in particular the judgements about the key Standard 1.

1.3 The quality of teaching and assessment

Standard 1.15

Does the teaching enable pupils to acquire new knowledge, and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught?

Standard 1.16

Does the teaching encourage pupils to apply intellectual, physical or creative efforts and to show interest in their work and to think and learn for themselves?

Standard 1.17

Are lessons well planned, are effective teaching methods and suitable activities used and is class time managed wisely?

Standard 1.18

Do teachers show a good understanding of the aptitudes, cultural backgrounds, needs (including the needs of EAL learners) and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons?

Standard 1.19

Do teachers demonstrate appropriate knowledge and understanding of the subject matter being taught?

Standard 1.20

Are classroom resources of an adequate quality, quantity and range and are they used effectively?

Standard 1.21

Is there a framework in place to assess pupils' work regularly and thoroughly and is information from such assessment utilised to plan teaching so that pupils can make progress?

Standard 1.22

Does the teaching encourage pupils to behave responsibly?

Standard 1.23

Does the school have in place a framework by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents and/or by norms derived from externally accredited examinations?

Standard 1.24

Do the styles of teaching, learning and assessment equip pupils with the knowledge and skills to enter, or re-enter the UK educational system at an appropriate level?

The main evidence for judging the ten Standards concerned with teaching will be the lesson observations. Further useful evidence may be gleaned from looking at pupils' work, discussions with teachers and pupils and examining the teachers' planning and record keeping.

The proportion of unsatisfactory teaching observed will be a significant indicator, but there is no automatic relationship between this proportion and compliance with the regulations. Each Standard needs to be considered on its own and discussed by the inspectors in the team after they have finished observing lessons and gathering other evidence.

It is possible for a school in which no unsatisfactory lessons are observed to fail to meet one of the Standards. For example, a school may fail to meet 1.20 even though, in every lesson observed, the teachers have done their best to minimise the adverse effects of inadequate resources. It may also be that there is a strong pattern to the weaknesses in all the lessons in which teaching is judged to be inadequate. For example, if the assessment frequently fails to inform the future planning then the school will not meet 1.21.

Conversely, the existence of some lessons in which the teaching is judged to be unsatisfactory does not necessarily mean that one of the Standards is not met. A single lesson in which pupils apply no effort and show little interest may not undermine a broad judgement that Standard 1.16 is generally met.

The crucial judgement that needs to be made by the team is whether the weaknesses that make some lessons unsatisfactory, or are observed in lessons graded as satisfactory, follow a pattern that reveals that one or more of the regulations frequently fails to be met. If behaviour is poor despite strong encouragement from teachers for pupils to behave responsibly (as in Standard 1.22), then it may be considered inappropriate to 'fail' the teaching in respect of 1.22. Inspectors may wish instead to consider whether failure to meet part of Standard 1.17, such as inappropriate teaching methods, may be the source of the problem.

Inspectors (PIs) must reach a corporate judgement about each individual teaching Standard in their final meeting. Where they consider that a Standard is not met by the school, sufficient evidence to support this judgement must be included in the ROIEJ. Likewise, inspectors should make clear in the ROIEJ the reasons for judgements made about the overall quality of teaching which may seem not to be directly supported by the lesson observation findings. Also, in exceptional circumstances, if the inspector(s) professional opinion is that there should be different judgements for teaching and assessment, then this can be written in the report in this way, for example teaching is good, but assessment is satisfactory. The reason for this judgement must be made clear in the teaching section of the ROIEJ and only one overall judgement for teaching and assessment must be included in the Inspection Judgement (IJ) form at the back of the ROIEJ.

Standard 1.23

Does the school have in place a framework by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents, and/or, by norms derived from accredited examinations?

While independent schools are not obliged to use National Curriculum assessments, many choose to do so, either wholly or in part. Additionally, or alternatively, many schools use a range of standardised tests, which also provide a reference to national norms.

If the school uses optional National Curriculum assessments that give levels of attainment for core subjects at the end of Key Stage 1 and standardised assessments that are externally marked at Key Stages 2 then this regulation is met. If there is no moderation or external marking then inspectors will need to be sure that the assessments and tests are properly administered and accurately marked.

If standardised tests are used these must also be properly administered and accurately marked. If the school does not use National Curriculum assessments, the standardised tests should measure a reasonable range of performance including literacy and numeracy.

If the school measures performance solely by reference to its own aims, then inspectors will need to check that the aims used in measuring performance are included in the statement of ethos and aims provided to parents (Standard 6.4).

Standard 1.24

Do the styles of teaching, learning and assessment equip pupils with the knowledge and skills to enter, or re-enter the UK educational system at an appropriate level?

Teaching, learning and assessment should be planned so that the school knows where the school's educational provision at each level parallels the UK educational system. Through its approaches to teaching, learning and assessment the school should be able to equip pupils to re-enter the UK system, and to accurately identify pupils' progress and levels of attainment against UK norms. The school should also be able to identify and inform pupils and parents about any significant differences or shortfalls in the pupil's educational experience or performance which may become evident when a pupil returns to a school in the UK.

Quality of teaching and assessment: evidence for report

Essentially, every school is required to provide effective teaching that is informed by regular assessment, so that all pupils learn and make appropriate progress. Bullet points should record evidence of the extent to which the school meets this overarching requirement.

If the school does not meet the requirements, what must be done to comply with the Standards?

For each Standard that has not been met, there should be a clear, but not unduly prescriptive, statement of what the school needs to do in order to meet it. All statements must be related specifically to individual standards. It is not sufficient to refer generally to the overarching requirement.

PART 2 - The spiritual, moral, social and cultural development of pupils

The quality and effectiveness of the school's provision for the spiritual, moral, social and cultural development of its pupils taking account of the needs of a diverse student body

Standard 2.1

Does the school enable pupils to develop their self-knowledge, self-esteem and self-confidence?

Standard 2.2

Does it enable pupils to distinguish right from wrong, and to respect the law?

Standard 2.3

Is it effective in ensuring that pupils behave responsibly, show initiative, and understand how they can contribute to community life?

Standard 2.4

Does it provide pupils with a broad general knowledge of the responsibilities of citizenship in the host country, the UK and internationally?

Standard 2.5

Does the school assist pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions?

Standard 2.6

Does the school promote a general knowledge and understanding of modern British life including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights?

This section is a potentially complex area for British schools overseas. It will be particularly important not to rush to judgement on these matters, but to wait until a range of evidence has been gathered, including observations in lessons, observations around the school, and discussions with pupils. Inspectors will need time for reflection, as well as for discussion, before they can form a judicious view. Any judgement that a school does not provide adequately for one of the regulations in this section must be supported fully by clear evidence recorded in the ROIEJ.

The paragraph in the report may either deal in turn with spiritual, moral, social and cultural matters, or it may refer to pupils' overall personal development. In either context, this is a suitable place to reflect on pupils' behaviour (moral development) and on activities outside school (social development).

While it must be remembered that all schools should be providing opportunities for pupils' spiritual development, there is no clear agreement as to what is meant by the term 'spiritual development'. Therefore inspectors will need to exercise sensitivity and discretion in approaching this section. Different subject areas, including art, dance, drama and music, as well as religious education where it is taught, will play a part in giving pupils an awareness of the spiritual. In order to take into account the impact of the school's provision in this area, inspectors should use pupil interviews, lesson observations and observations of pupils' behaviour and their relationships with others to form a view of pupils' self-knowledge, self-esteem and self-confidence.

The requirement in Standard 2.5 to assist pupils to acquire an appreciation of other cultures may be met in many ways. Studies in literature, drama, RE, art, music, history and geography as well as specific topics in PSHE and visits into and out of school may all make contributions. Inspectors should look at the extent to which pupils develop knowledge and understanding of the host country and its culture. However, the promotion of cultural awareness must be balanced with the promotion of tolerance of other groups of people.

Standard 2.6 is an additional Standard for BSO. Inspectors will need to consider the whether the school makes explicit provision for this Standard to include clear and up-to-date references to modern British life, UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights. In addition to general knowledge in this area, pupils are expected to show understanding of modern British life. Evidence for this should be sought through e.g. observation of PSHE lessons and through general interviews with pupils.

Quality of SMSC development: evidence for report

Essentially, every school is required to promote the spiritual, moral, social and cultural development of all pupils. Bullet points should record evidence of the extent to which the school meets this overarching requirement.

If the school does not meet the requirements, what must be done to comply with therequirements?

For each Standard that has not been met, there should be a clear, but not over-detailed or unduly prescriptive, statement of what the school needs to do in order to meet it. All statements must be related specifically to individual Standards. It is not sufficient to refer generally to the overarching requirement.

Evidence of pupils' behaviour and initiative

Bullet points should record evidence of the pupils' behaviour in lessons and around the school, and the extent to which they are able to work independently and collaboratively and show initiative. Evidence recorded here will inform judgements about SMSC and also about teaching, in particular Standards 1.16 and 1.22.

A considerable revision of these standards is now in place in England and Wales as from 29 September. A copy accompanies this document.

PART 3 - The contribution of arrangements for welfare, health and safety

The measures to promote the welfare, health and safety of the pupils, including child protection, taking into account the regulatory and cultural requirements of the host country

The key DfE document is now Keeping Children Safe in Education, valid from April 2014.

Schools overseas may be subject to a local regulatory framework, which may have broadly the same effect as the English regulations or may be more or less demanding. Inspectors should find out in advance from the headteacher if there are any corresponding regulations and how they differ from the English ones. The principle is always that the standards applied by the school should be at least as high as those prevailing in England, though the details of the local arrangements may well be different.

NB Where affiliated schools draw on common documentation, the documents should reflect the specific circumstances and needs of individual schools. These must be entirely accurate and reflect the school being inspected. Inspectors should check that staff are aware of all policies and where appropriate have been involved in the development, production and implementation. If the policies provided have **not** been suitably amended, there is **non-compliance**.

It should be further noted that LIs have been issued with very detailed pro formas which refer to Standards 3 and 4. These are for internal use only, and sometimes go beyond what it required by the current regulations.

Standard 3.1

Has the school prepared and implemented an effective written policy to prevent bullying?

Inspectors will need to check not only that the school has a written policy, but that it is effectively implemented.

The policy needs to set out strategies to be followed, backed up by systems to ensure effective implementation, monitoring and review. An agreed policy should be short, succinct and written in language that everybody understands. It should include:

- a definition of bullying, including racial, religious, cultural, sexual/sexist, homophobic, special educational needs and disability and cyber (social websites, mobile phones, text messages, photographs and email);
- the seriousness of bullying (for example, in causing psychological damage);
- procedures to follow – who to tell and how to record bullying (preferably to enable patterns to be identified);
- raising awareness of staff (for example, through training or focused meetings and taking action to reduce the risk of bullying at time and in places where it is most likely);
- using educational elements such as personal, social and health education (PSHE), assemblies, projects, drama, stories, literature, historical events, current affairs and so on;

- dove-tailing the anti-bullying policy with the school's behaviour policy (with support for the victim and bully) and making it clear what the sanctions are for bullying (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying);

Staff should be aware of the policy and alert to its implications. Teachers and pupils should know what actions they should take in response to incidents of bullying. The school should have effective means of detecting and combating bullying in all its different forms. Pupils should show confidence in the school's strategies for dealing with bullying and should feel safe. Where the school has boarding, the report must make it clear where any failure to meet the Standard is specifically a boarding issue.

Standard 3.2

Has the school prepared and implemented written policies to safeguard and promote the welfare of children who are pupils at the school?

There should be a senior member of the school's own staff with designated responsibility for child protection and welfare issues and this person should undertake liaison with any local authority, local safeguarding board or its equivalent in the host country. There are often local authority arrangements for child protection issues. The school should be aware of these, should be able to explain them to the inspectors and demonstrate that they use them if necessary. The inspectors cannot be expected to know about these arrangements in advance, nor should they contact such agencies. This is an area where the inspectors must take on trust what the school tells them. Staff should know who this is and should know what signs to look for and what to do if they have reason to suspect child abuse in any form. Children should know that there is a responsible adult to whom they can turn in the event of encountering problems. If a child protection concern arises during an inspection, the reporting inspector must follow usual safeguarding procedures, but first contact should be made with the Chief Inspector, who will initiate the appropriate action. Depending on advice received, it may be necessary to insert a sentence into the draft report regarding an ongoing investigation.

Schools overseas must be seen by the inspection team to be complying with local regulations, but the principle cited above must be applied, that is that the standards applied by the school should be at least as high as those prevailing in England. Inspectors should refer to the requirements of *Safeguarding children and safer recruitment in education* (January 2007) as a guide to good practice. The requirements include that the designated person should undertake training to a standard set by the LSCB, with refresher training at two-yearly intervals. The headteacher/senior teacher and all permanent staff who work with children should undertake training, with refresher training at three-yearly intervals. All staff should undertake extended training in relation to working with multi agencies. The proprietor should undertake an annual review of the school's policies and procedures relating to safeguarding pupils.

The school should have a member of its staff designated as Child Protection Officer (CPO). This is often the headteacher/senior teacher, but does not have to be. Further information can be found on: www.DfE.gov.uk/consultations.

Additional guidance:

The CPO does not have to be a member of staff. However, whoever is CPO must have the status and authority within the school management structure to carry out the duties of the post. The purpose of the deputy CPO is to act in the designated CPO's absence and the deputy must also have the authority to act, therefore the deputy should not have to defer to the non-staff member CPO for authority to act. Whilst there is no regulatory requirement for the non-staff member CPO to be in school at all times when the school is in session, it would be good practice for the CPO to spend a proportion of his/her time in the school and be well known to the pupils and to be around to act as a source of support, advice and expertise.

Safeguarding of children is of paramount importance. If there are two sites, and they are close together with a lot of contact between the two, and the CPO and deputy are known to pupils and staff on both sites, then it would be acceptable to have the CPO attached to one site and the deputy to the other for practical purposes, and to enable them to deputise for one another when necessary. It would be good practice to look at training other members of staff on each site to be deputies in the case of leave or staff absence. Where the sites are miles apart and for all practical purposes are really operating as two separate establishments, or where it is impractical for the CPO from one site to reach the other in reasonable time, the school should staff each site with a CPO and deputy.

Standard 3.2

Has the school prepared and implemented an effective written policy relating to the health and safety of pupils on activities outside the school?

An effective written policy should mention the ten important areas below, if applicable to the school in question and the types of activities envisaged. The essential elements which usually apply are as follows and each should be at least touched on, if it is applicable:

- a) responsibilities for visits, including pupils' behaviour;
- b) planning visits, including risk assessments and first aid;
- c) supervision, including ratios and suitability checks (for example CRB checks (or equivalent) or other precautions for volunteers on overnight stays);
- d) preparing pupils, including special and medical needs;
- e) communicating with parents;
- f) planning transport;
- g) insurance;
- h) types of visit;
- i) visits abroad (if applicable);
- j) emergency procedures, including contact details and permission for emergency medical treatment if the parents cannot be contacted.

The English government guidelines in *Health and Safety of Pupils on Educational Visits* (HASPEV) are as follows:

- 1 adult for every 6 pupils in school Years 1 to 3 (younger pupils have a higher ratio);
- 1 adult for every 10-15 pupils in Years 4 to 6;
- 1 adult for every 15-20 pupils in Year 7 and above.

These are minimum ratios and a risk assessment is needed according to circumstance. Inspectors should find out from the school the extent to which in addition to the above, local regulations, local safety considerations or cultural expectations affect the school's planning for activities outside school.

Standard 3.4

Has the school prepared and implemented a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving?[Include the behaviour policy (rewards and sanctions)]

Standard 3.5

Can the school demonstrate that it has proper regard for health and safety issues which at least conforms to local regulatory requirements?[Include health and safety policy (and sample risk assessments)]

To “have regard for” means “knows about and takes into consideration” rather than “follows in every detail”. Inspectors are not experts on health and safety. At the same time we have a duty to point out any concerns about health and safety that come to their attention, as lay people. Any comments made orally or in writing about health and safety should make clear that it is the school’s responsibility to identify and remedy hazards.

BSO schools are required to ‘at least conform to local regulatory requirements’. Inspectors are not expected to know these requirements, but should try to ascertain whether the school is familiar with local requirements, whether these impose any particular additional requirements not usually found in England and whether the school complies with them. Inspectors are reminded that their judgement about health and safety should be based on the principle that standards must be at least as high as those prevailing in England.

This is by no means an exhaustive list, but points to look out for include:

- unrestrained windows on upper floors;
- unlocked cupboards containing chemicals and/or cleaning fluids;
- access to maintenance equipment;
- unsupervised access to laboratories;
- swimming pools which are unfenced and without depth markers;
- lack of safety glass in low level windows;
- trailing cables;
- shared fabric towels in WCs.

There are many more and inspectors will need to use common sense in identifying health or safety risks to children. Inspectors will wish to satisfy themselves that the school has carried out suitable risk assessments covering individual pupils, the premises and curriculum activities (on and off-site).

Significant health and safety issues must be recorded in the ROIEJ and in the body of the report. Inspectors should refer to the school ‘attending to health and safety issues identified in the report’ if these are sufficiently significant for the school to fail.

Standard3.6

Can the school demonstrate that it has a satisfactory level of fire safety which conforms to local regulatory requirements?[Include fire policy or fire risk assessment and have all documentation relating to fire precautions available at school]

Local fire regulations will apply to schools overseas. However inspectors should work on the principle that standards should be at least as high as those prevailing in England. The Fire precautions (Workplace) regulations 1997 requires all employers to conduct a risk assessment of their workplace. The Regulatory Reform (Fire Safety) Order 2005 was introduced on 1 October 2006. The order (guidance in the DfE Information Pack for Independent Schools), places a responsibility on the proprietor to:

- carry out a fire risk assessment (formally recorded and regularly reviewed so as to keep it up to date);
- produce a fire risk policy which includes the elimination or reduction of risks from dangerous substances;
- develop fire procedures and provide staff training (repeated periodically where appropriate);
- ensure the safety of staff or anyone else legally on the school premises;
- appoint one or more competent persons (with sufficient training, experience and knowledge) to assist in taking preventative and protective measures (including fire fighting and evacuation);
- have a suitable system for the maintenance of: clear emergency routes and exits (with doors opening in the direction of escape), signs, notices, emergency lighting where required, fire detectors, alarms and extinguishers (the maintenance should be by a 'competent person' (for example ISO9001 certified or BAFE approved);
- provide staff and any others working on the school site with fire safety information. The staff are required to take reasonable care.

Inspectors should ask the school to provide evidence that it has complied with local requirements, including fire safety certificates or inspection reports, and ask to speak to the 'one or more competent persons' to see if responsibilities which parallel those for English schools are being undertaken and to judge whether the "competent persons" have sufficient knowledge and training in fire safety

Inspectors should report on the existence of any fire risk assessments, fire drill records, and any hazards or failings they might notice whilst at schools.

Standard3.7

Does the school have a satisfactory written policy on first aid and does it implement this?[Include first-aid policy]

Inspectors should establish whether the school is required to adhere to any local first aid requirements, and whether it does so. Since January 2005 schools in England have been required by the regulations to have a written policy for First Aid. Overseas schools are not

required to conform to English regulations, but a first aid policy which parallels the regulations should include/inform the procedures listed below:

- all staff should know which colleagues are qualified to give First Aid and should refer any accidents or other medical emergencies to them promptly;
- at all times there should be at least one designated First-Aider on every site occupied by the school;
- all First-Aiders should have attended a training course within the last three years, should follow the guidelines given at the course, and should have easy access to First Aid kits;
- accidents and other medical emergencies should be recorded appropriately. Parents should be informed when necessary and a record kept of occasions when they have been;
- members of staff should be made aware of any particular hazards in the subjects that they teach or the activities that they supervise and should have appropriate training and access to First Aid kits;
- pupils with medical conditions, such as asthma or severe allergies, should be identified. All staff should be aware of their conditions and alert to the need for prompt action;
- there should be clear guidance on what level of injury are to be treated on site and what levels automatically trigger an emergency ambulance call or visit to the hospital; and
- there should be guidance on hygiene procedures in case of spillage of blood or body fluid.

If the guidance omits a minor element of the above contents, then it would be appropriate to bring this to the school's attention but not to 'fail' the school on the Standard. In a very small school the first-aider should not be just a parent on call. There must be someone on the premises who is qualified in first aid, no matter how small the school is. A parent only available in an emergency is not sufficient.

NB English regulations refer to arrangements for 'an emergency ambulance call or visit to the hospital'. Inspectors should ascertain what arrangements the school has in place for such calls or visits, given local circumstances, and how closely these match the English requirements.

Standard 3.8

Are school staff deployed in such a way as to ensure the proper supervision of pupils? [Include guidance: for example, in staff handbook]

Inspectors should make sensible judgements, taking into account the age and behaviour of the pupils and the nature of the activities in which they are engaged. 'Proper supervision' does not require that pupils must always be within sight of an adult, but they should be able to summon help quickly in the event of an emergency. Similarly, where one adult is supervising a group of pupils at some distance from any of their colleagues, they will need a mobile telephone, or some other method of rapid communication.

Standard 3.9

Does the school keep written records of sanctions imposed upon pupils for serious disciplinary offences?

The regulation does not prescribe the form of these records, but they can be expected to include the reasons for the sanctions as well as their nature and the dates on which they took place. Inspectors should check that sanctions are reasonable and not excessive and do not show unfair discrimination against individuals or categories of pupils. The written records may be kept together, in a punishment book or in a loose leaf file, or they may be distributed among pupils' files. The records should include any temporary or permanent exclusions and may also include detentions or other punishments.

If inspectors are satisfied that a school has never imposed sanctions upon pupils for serious disciplinary offences, then this regulation is met, although the school should be reminded of its duty to keep written records, if sanctions are imposed in the future. It is preferable, however, for the school to prepare a 'sanctions record book' which may take the form of an appropriately labelled exercise book or similar.

Schools overseas are subject to local requirements in relation to the use of corporal punishment. Nevertheless, inspectors should work on the principle that standards should be at least as high as those prevailing in England, and should be mindful of the School Standards and Framework Act 1998 which prohibits corporal punishment in independent schools. If inspectors come across any evidence that suggests that corporal punishment or undue physical force is being used, they should follow this up carefully.

Standard 3.10

Can the school demonstrate that it maintains an admission register and an attendance register which conform to local regulatory requirements?

To meet this Standard should keep an admissions register and attendance register which conform to local regulatory requirements. Inspectors should ascertain from the school what local requirements are and how they are followed by the school.

As guidance in the identification of good practice, inspectors should refer to the following English requirements:

Schools are required to keep an admission register which contains an index in alphabetical order of all the pupils at the school and the following information about each pupil:

- *name in full;*
- *sex;*
- *the name and address of every person known to the proprietor to be a parent of the pupil and, against the entry on the register of the particulars of any parent with whom the pupil normally resides, an indication of that fact and an emergency telephone number;*
- *day, month and year of birth;*
- *day, month and year of admission or re-admission to the school;*
- *name and address of the school last attended, if any.*

The admission register must be completed in ink, with corrections made in such a way that the original entry is still clearly distinguishable, and every entry must be kept for at least three years. An admission register may be kept on computer provided a printout is made at least once a year, and is updated at least every month.

All schools, (except those in which all pupils are boarders), are required to keep an attendance register which:

- must be taken at the beginning of the morning and afternoon sessions;
- must record the presence or absence of all day pupils using the recommended codes;
- may mark pupils as 'unable to attend due to exceptional circumstances' where the school site, or part of it, is closed, for example due to heating failure or flooding; or the transport arrangements made by the school or local authority have failed;
- may mark pupils as 'present at approved educational activity';
- must distinguish between authorised and unauthorised absence for all day pupils of compulsory school age;
- must be completed in ink and with corrections made in such a way that the original entry is still clearly distinguishable and showing why the amendment was made and by whom;
- must be kept for three years.

Quality of provision for pupils' welfare, health and safety: evidence for report

In order to meet Part 3 Standard 3.1 to 3.10 every school is required to safeguard and promote the welfare of all its pupils. Every school is also required to have policies and practices that minimise the health and safety risks to pupils. Bullet points should record evidence of the extent to which the school meet these overarching requirements.

If the school does not meet the requirements Part 3 Standard 3.1 to 3.10, what must be done to comply with the regulations?

For each Standard that has not been met, there should be a clear, but not over-detailed or unduly prescriptive, statement of what the school needs to do in order to meet it. All statements must be related specifically to individual Standards. It is not sufficient to refer generally to the overarching Standard.

*Inspectors should take account of the extent and seriousness of any failures to meet the Standards Part 4 (below) when they are making the judgement on the overall quality of welfare, health and safety of pupils.

PART 4 –The suitability of the proprietor and staff

NB: Inspectors should note that this advice may vary in the light of revised DfE requirements and should ensure by checking with SIS that they are working with the latest version of the requirements.

Standard 4.1 *Prior to the confirmation of the appointment of all staff (including volunteers), have appropriate checks been carried out to confirm their identity, medical fitness, right to work in the host country, previous employment history, character references and, where appropriate, qualifications and professional references and has such information been taken into account in determining whether their appointment will be confirmed?*

Standard4.2 Have appropriate checks on suitability to work with children, including a British enhanced criminal record check where applicable, been made by the proprietor in respect of any member of staff appointed to a position at the school **before, or as soon as was practicable** after, his/her appointment (including checks in the host country and any overseas countries where the person may have lived such as obtaining certificates of good conduct from the relevant embassies or police forces)?

Standard4.3 Does any member of staff or volunteer carry out work, or intend to carry out work, at the school in contravention of any local, overseas or British disqualification, prohibition or restriction? **[The answer No indicates that there is no evidence of such contravention]**

The suitability of supply staff at the school

Standard4.4 Has the school taken all reasonable steps, within the context of local requirements, to ensure that no person supplied by an employment business to the school should begin work at the school unless the proprietor has received written confirmation that checks have been carried out in respect of the person's identity, right to work in the host country, qualifications, and suitability to work with children?

The suitability of proprietors It is recognised that in many countries it may be impracticable or inappropriate to obtain the following information on proprietors. However, the school should take all reasonable steps to assure itself of the suitability of each individual who is responsible for the governance and leadership of the school.

Standard4.5 Can each individual proprietor of the school, or where appropriate the chairperson of the proprietorial body, demonstrate that he/she has met all local requirements (if there are any) and in addition been subject to checks confirming his/her identity, right to work in the host country, suitability to work with children (including an enhanced criminal record check where applicable). Where appropriate, have certificates of good conduct been obtained, wherever practicable, from the relevant embassies or police forces of all countries in which the proprietor has resided?

Standard4.6 Has the chairperson 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 (including an enhanced criminal record check where applicable)? Where appropriate, have certificates of good conduct been obtained, wherever practicable, from the relevant embassies or police forces of all countries in which they have resided?

Standard4.7 The school shall keep and make available to inspectors a comprehensive list of all staff and volunteers who currently work in the school, or who have worked in the school since the time of the last inspection, showing the dates when they commenced and ceased working in the school.

Standard4.8 The school shall keep and make available for inspectors on demand records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked at the school since the date of the last inspection.

Overseas schools are not subject to the English regulations governing suitability of proprietors and staff relating to statutory requirements in DfE guidance *Safeguarding children and safer recruitment in education 2007*. The Standards are expressed quite explicitly and in a way that allows inspectors to make the necessary checks during the inspection. Standard 4.8 requires overseas schools to keep a record of appointments, but does not specify the format of such records. Inspectors should make their checks on records of appointments using the headings provided in the model register table showing necessary headings given in current DfE guidance. They include:

- Identity: name, address, date of birth, evidenced and date checked
- Qualifications: required Yes/No; evidenced and date checked
- References: evidenced and date checked
- List 99: evidenced and date checked
- CRB: date checked (it is also good practice to record the CRB number)
- Right to work in the UK: evidenced and date checked
- Overseas criminal records checks: required Yes/No

Note that this register may be kept in electronic form provided that it is capable of being reproduced in legible form. Regulation 22(4) requires inspectors to tick yes or no to whether the register is kept in legible form, whether electronic or hard copy. From 1 August 2007, this register must contain the details of all staff working at the school on or after that date. This means that schools should have gone back over their personnel files to obtain the required information and entered this onto the register. Where schools do not have complete information for each member of staff, for example if they were recruited some years before and didn't keep copies of references, then inspectors should make sure that recent recruitment procedures show evidence that proper records are currently kept as standard procedure. The school would not fail a regulation in these circumstances. If there is any doubt about whether the school does have such robust procedures in place then it should be failed against the appropriate regulation. If the school is unable to provide evidence of CRB/or List 99 for each member of staff in post, then this is a failure.

Concerning checks on proprietors, inspectors will find that paragraph 4B has already been completed by DfE as usual. In the SISEF, under paragraph 4B, the school is asked to give a definite Yes/No answer to confirm that the proprietor has undergone the necessary checks. This will enable inspectors to be sure that the school has properly considered its compliance with this regulation.

These checks on proprietors are carried out by the Deputy Registrar of Independent Schools so in nearly all cases this regulation will be met. Where there is a proprietorial body, DfE will only have checked the chairperson, and it is for him/her to carry out checks on other members of that body. It may occasionally emerge that there has been a change in the membership of the board of directors or of the trustees and the DfE has not been informed. In these unusual circumstances, the Independent Schools Registration Team should be contacted to find out whether all current proprietors have been checked at the appropriate level. In normal circumstances inspectors need not complete this section of the ROIEJ.

In relation to the appointment of staff, the regulations state that 'staff' means those people working at the school whether under a contract of employment, under a contract for services or as a volunteer.

Enhanced CRB checks are required for all staff. Forms requesting disclosures must be sent off to the CRB as soon as possible and before staff take up their duties. Whilst waiting for CRB confirmation, staff may commence duties at the school provided that the proprietor has undertaken a List 99 check to ensure that they are not currently barred from working with children. Appointments for new staff should not be confirmed until a satisfactory CRB clearance has been received. Proprietors are not required to obtain a new CRB clearance for newly appointed staff who have come from a similar post in another school and have had no more than 3 months' break in service. These staff must provide evidence of their most recent CRB clearance and failure to do so means that a new CRB check must be carried out prior to confirmation of appointment.

Staff appointed before 1 April 2002 need not have been checked with the CRB. They should, however, have been checked against List 99. The school should be able to produce a letter from Teachers' Misconduct (Vetting) Team which was issued at the time of their appointment.

All volunteer workers should be checked through the CRB if they have regular contact with or substantial access to the children. Being left in charge at lunchtime is substantial contact. However if, for example, the parent or volunteer is helping in the kitchen, or is serving food, but there is a member of staff (CRB checked) supervising the children, this is not necessary. It is the school's responsibility to ensure that it has carried out risk assessments and conducted the necessary checks to ensure suitability to work in a school. *Note that for the purposes of determining whether a volunteer should be subject to an enhanced CRB check, the DfE defines regular contact with children as 3 or more times in a 30 day period or overnight. It also stresses that at no time should a volunteer will be left unsupervised with children whether they have had a CRB check or not. (See additional guidance at the end of the section for providing explanation to schools).*

Separate checks have been introduced which proprietors are required to carry out before allowing supply staff to work in the school. *A new requirement has been added that the school must check the identity of supply staff provided by an agency before they begin work.

Schools will need to arrange enhanced CRB checks for teachers from overseas as well as carrying out checks with the country of origin as they do now. As in maintained schools, schools will need to check that an overseas teacher has a right to work in the UK (Regulation 22(4)). *Where a foreign national is either the proprietor of the school, or is employed as a member of staff, and for whom a CRB check is unlikely to reveal the full background, that person should be subject to checks for overseas teachers set out in DfE Guidance *Child Protection: Preventing unsuitable people from working with children and young persons in the education service* (DfE 0208/2002).

Where an applicant is from a country where criminal record checks cannot be made for child protection purposes, the DfE advises that employers must take extra care in taking up references and carrying out other checks on a person's background. Further information about the criminal record information which may be obtained from overseas police forces and countries is available from: www.crb.org.gov.uk Appendix 8 in *Safe-guarding children, safer recruitment in education* gives more information about permission to work in the UK.

People from other countries may apply to their home police force for a certificate of good conduct. The level of information contained in these certificates varies from country to

country: some are complete extracts from the criminal record; others are partial. Further information about the criminal record information which may be obtained from overseas police forces is available from: www.crb.org.gov.uk

Inspectors will need to look carefully at the school's procedures for recruiting new staff and for vetting volunteers. The school should also be able to demonstrate to inspectors that appropriate checks are carried out by any contractors who employ staff that work there. These standards require a satisfactory written recruitment process that includes the following checks:

- check of identity against an official document
- Criminal Records Bureau check at enhanced level
- check on medical fitness
- at least two written references, including the most recent employer, with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with children
- direct contact by the school with each referee to verify the reference
- interview, with a written record of the outcome
- check on proof of relevant qualifications
- requirement that applicants supply a full employment history, stating that any previous employer may be approached by the school
- contact by the school with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended
- explanation of any gaps in CV, with a written record by the school that explanations for any gaps have been sought and are satisfactory.

Some schools are uncertain of how to carry out checks on medical fitness. The DfE information pack says:

'It is important that employers satisfy themselves of the physical and mental fitness of their employees. It would normally be expected that employers would ask prospective employees to complete a medical questionnaire. Independent schools will then have to decide whether, based on the information in the questionnaire, they need to seek further medical advice, with the written consent of the prospective employee'.

Section 142 (1) of the Education Act 2002 allows the Secretary of State to bar proprietors or teachers on the grounds of unsuitability for working with children, of misconduct, health, or professional incompetence, or to specify the conditions and circumstances in which they may work. If all the other regulations in this section are met then no-one who is barred from working at the school could be doing so. If a direction has been made specifying the conditions and circumstances in which someone may work at the school, the DfE will inform Ofsted before the inspection. Inspectors will then need to check that the conditions of the direction are being adhered to.

Inspectors should note that trustees and/or proprietors are required to provide information to the Independent Safeguarding Authority (ISA), PO Box 181, Darlington DL1 9FA (after 20 January 2009) where they have ceased to use a person's services (e.g. dismissed them from work as a teacher or in a role involving regular contact with children) because:

- of reasons affecting their suitability to work with children, or
- as a result of misconduct, or

- because of a medical condition that raises a possibility of risk to the safety or welfare of children.

This information must be also sent to the ISA if such a person resigns from the school when dismissal might have been considered.

A proprietor is also required to provide this information where they might have ceased to use a person's services had that person not themselves ceased to provide those services (i.e. resigned). Inspectors should satisfy themselves that the appropriate action has been taken by proprietors.

Suitability of proprietor and staff: evidence for report

Essentially, every school is required to carry out checks on all staff to make sure that there is no reason that they should not be employed to work with children. Bullet points should record evidence of the extent to which the school meets this overarching requirement. The regulations about suitability do not require that teachers should be qualified, or that proprietors and senior staff should be good leaders and effective managers. Comments about the qualifications of teachers, or the match of their experience and expertise to the subjects and age range that they teach, should be made in the teaching section, in terms of the observed effects of their qualifications or lack of them. Similarly, any comments about the leadership and management of the school, by the proprietor and/or by senior staff, should be made in the section where the effects of the strengths or weaknesses in the leadership and management have been observed, not in this section.

If the school does not meet the requirements for regulation, what must be done to comply with the regulations?

For each regulation that has not been met, there should be a clear, but not over-detailed or unduly prescriptive, statement of what the school needs to do in order to meet it. All statements must be related specifically to individual regulations. It is not sufficient to refer generally to the overarching requirement.

The following extract from 'CRB checks **Guidance for Volunteering**'.

Bad practice

There is anecdotal evidence that a minority of organisations are undertaking CRB checks on all volunteers without properly evaluating risk, and where there is no legal or other reason to do so. This approach itself carries two risks. Firstly, that potential volunteers, particularly those with past convictions, may be put off from volunteering with an organisation that they believe is taking a disproportionate approach to CRB checks. Secondly, organisations may be in breach of the CRB Code of Practice and liable to possible sanctions, which could include deregistration. They may also be invoiced retrospectively for volunteer checks. The CRB carries out random audits of checks that are marked as 'volunteer' to ensure that they

are within the definition of volunteering and that there is a rationale for undertaking the check.

Good practice

Employers and volunteer involving organisations may only request a CRB check where there is a legal entitlement to do so. There are cases in which CRB checks are carried out on individuals where there is a legal entitlement but no legal requirement to do so. In these circumstances, the decision whether to make a CRB check is a matter for the employer.

This decision is generally taken as part of an overall risk management process in which an organisation has taken a considered decision that they are entitled to check an individual even if there is no legal requirement to do so. The decision should, however, be made carefully and the decision to check individuals made because there is a strong and demonstrable reason for doing so and not 'just in case'.

An example might be a volunteer fund-raiser. As a fund-raiser alone there is no legal basis to carry out a check. If, however, the fund-raising activities involved volunteering with children or vulnerable adults you may be entitled to a CRB check.

CRB checks as part of risk management

The key to making a decision on when to check an individual is properly evaluating the risks associated with the activities your organisation carries out. CRB checks are just one part of an organisation's approach to this and to ensuring the safety of volunteers and those being volunteered with.

Volunteering England has particularly good guidance on recruiting and screening volunteers. This stresses that CRB checks are just one part of the volunteer recruitment process and the process of finding out if someone is suitable for volunteering. Obtaining references, interviewing volunteers and having thorough training and induction processes are just as important. This guidance document supports this approach.

Part 5 - The premises and accommodation

The adequacy of the premises and the educational accommodation for securing the health and safety of all pupils

Standards 5.1- 5.19

(In UK, these have been revised to conform with maintained school standards)

The Standards parallel those for premises and accommodation for independent schools in England.

The School Premises Regulations which apply to independent schools require that:

- schools have a wholesome supply of water for domestic purposes including a supply of drinking water;
- that toilets have an adequate supply of cold water and that washbasins, sinks, baths and showers have an adequate supply of hot and cold water; and,
- the temperature of the hot water should not exceed 43°C.

Standard 5.2*(This standard is now redundant in UK)* Is there any reason to believe that the drainage system is inadequate for hygienic purposes and for the disposal of waste water and surface water? **[Answer No if you believe that the drainage system is adequate]**

Standard 5.3*(This standard is now redundant in UK)* Is there any reason to believe that any load bearing structure does not have regard to local regulatory requirements (including, where applicable, earthquake measures and other measures to militate against natural disasters)? **[Answer No if you believe that the load bearing structures have such regard]**

English School Premises Regulations require that 'any load bearing structure in a school building shall be capable of safely sustaining and transmitting the dead load and imposed loads, and the horizontal and inclined forces, to which it is likely to be subjected.' Inspectors are not experts in such matters and should avoid saying or writing anything that implies that they are. They can accept that the building is likely to be structurally sound if there is no obvious evidence to the contrary. However, if there are cracks, bulges or other deformities in the fabric, or parts of the building move or vibrate when walked upon, or there are any other causes of concern, then inspectors have reason to believe that the school does not comply with this regulation. Unless inspectors are shown written reports from suitably qualified professionals that confirm that pupils are not at risk, they should tell the school to take professional advice as soon as possible and raise their concerns in the report.

Inspectors should seek evidence from the school that its premises and accommodation have regard to local regulatory requirements, including, where applicable, earthquake measures and other measures to militate against natural disasters. The school's awareness of such threats in relation to its buildings should be matched by its risk assessments and arrangements for e.g. the use of earthquake shelters in school and/or procedures for evacuation (see Standard 3.5).

Standard 5.4 Does the school have adequate security arrangements for the grounds and buildings?

Inspectors need to take into account the local circumstances of a school overseas and should not assume that security arrangements are inadequate, or are over-zealous, simply because they do not exactly match those found in English schools. Inspectors should speak to proprietors, staff, pupils and parents and observe the schools' day- to -day practice to ascertain whether pupils are secure, or are placed at risk by the arrangements.

If the security arrangements are inadequate then this needs to be made clear to the school. However, the report should not make any references to security, good or bad, as the report will be published on the Internet and could be used by criminals to identify targets. A separate minute about the security issue should be sent to the DfE by SIS.

Standard 5.6

If the premises which are used by the school are also used for another purpose, other than conducting the school, are they organised in such a way that the health, safety and welfare of pupils is safeguarded and their education is not interrupted by other users?

Standard 5.7

Do the school buildings provide reasonable resistance to penetration by rain, snow, wind, sand and dust, and moisture from the ground and have regard to temperature control, heating and cooling?

Inspectors should take into account local conditions and the extent to which schools are able to maintain a suitable working temperature for pupils and teachers. If schools use an air conditioning system, inspectors should note whether the noise generated by air conditioning in classrooms has a negative impact on the quality of teaching and learning

Standard 5.8

Is there sufficient access so that emergency evacuations can be accomplished safely for all pupils, including those with special needs?

Standard 5.9

Is access to the school such that it allows all pupils, including those with special needs, to enter and leave the school in safety and comfort?

Standard 5.9 applies only to the current school population. If there are no pupils on roll who have mobility problems or disabilities, then the school meets these regulations even if the access is currently restricted for such pupils.

Standard 5.10 Can the school give reasonable assurances that the premises have not been condemned by relevant local agencies?

The suitability of the accommodation for effective teaching and learning for all pupils

5.11 Having regard to the number, age and needs (including any special needs) of pupils, are the school buildings fit for purpose and maintained with regard to the health and safety of the pupils?

The judgement that needs to be made is whether there is adequate space for safe and effective teaching and learning, having regard to the subject being taught and the activities being undertaken as well as to the number, age and needs of pupils. A classroom that is so crowded that the teacher cannot move around it easily is not going to be adequate even for the most sedentary activities. A science classroom that does not have enough space for experiments to be undertaken safely is inadequate in size. Where pupils do not have access to specialist accommodation their classroom must be large enough to allow practical work to take place. As pupils grow older, the need for specialist accommodation increases if their curriculum is not to be restricted. However, there is no regulation that requires a school to have any specialist subject accommodation.

For schools in England there are no set space allocations for pupils of statutory school age and beyond but as a minimum, each classroom will normally require around two square metres per pupil, and for some subjects more space will be needed. For underfives, the National Care Standards for Day Care give figures that indicate the minimum space that can be expected in independent schools: 3.5 square metres per child for under-tuos; 2.5 square metres for two to three year olds; and 2.3 square metres for three to five year olds. Pupils with special educational needs will often require additional space. For further details see the additional guidance for independent special schools.

A judgment will have to be made as to whether to feature particular health and safety issues here or under Part 3 Standards 3.1-3.10.. Any health and safety issues concerned solely with the building should be covered here.

Standard 5.12

Are there sufficient washrooms for staff and pupils, including facilities for pupils with special needs?

For schools in England, the School Premises Regulations stipulate that there should be at least one sanitary fitting (water closet or urinal) for every 10 pupils under five, and for every 20 pupils over five. In a special school there should be one sanitary fitting for every 10 pupils. The number of washbasins should be at least two thirds of the number of sanitary fittings. For pupils over the age of eight, toilets for males and females should be separate. There should also be separate facilities for staff, which may also be used by visitors. DfE informal guidance says that where there are less than five pupils in a day school, it is permissible for staff, visitors and pupils to use the same toilet provided that it is self-contained with a wash hand basin and lockable for privacy. In effect this means that the toilet must be directly accessible from a general corridor or hall area. It would not be appropriate for there to be an outer door through which a pupil or member of staff could go, which led into a room with a wash hand basin and then a further door into a toilet cubicle. In these circumstances a pupil could be using the toilet at the same time as an adult was washing his/her hands - this would not provide adequate child protection. It is permissible for toilets specially adapted for the disabled to be used by staff, visitors and pupils, provided that privacy is guaranteed.

Additional guidance is given in the table in the *useful references* section of the Independent schools inspection handbook about the requirements for toilet and shower facilities in all types of schools.

Standard 5.13 Are there appropriate facilities for pupils who are, or become, ill?

For schools in England the School Premises Regulations specify that there should be appropriate facilities for the care of sick or injured pupils that includes a washbasin and is reasonably near a toilet. This need not be a separate room, particularly in a very small school. It may be combined, for instance with an interview or tutorial room which is not in essential regular use. However, a couch in the corner of the staffroom, a corridor or the head teacher's office is not suitable.

There is no statutory requirement for drinking water to be available in playgrounds. The Education (School Premises) Regulations 1999 requires a school to have a wholesome supply of water for domestic purposes including a supply of drinking water. The Standards for School Premises Circular (DfE 0029/2000) states that the health and safety guidance advises that drinking water taps should not be installed in sanitary accommodation. There are no standards for the distribution of drinking water outlets throughout the school premises, but bodies responsible should consider the pattern of demand within schools, which can be concentrated within quite short breaks.

Schools overseas may not have safe drinking water on tap, but inspectors should ascertain what arrangements are made to allow pupils to access drinking water during the school day.

Standard 5.14 Where food is served, are there adequate facilities for its hygienic preparation, serving and consumption?

Inspectors should find out whether there are local requirements for the hygienic preparation of food and if so, whether the school has been visited by the relevant authority, and whether any recommendations were made and if so, whether they have been implemented. Any food

preparation area should have a hand-wash basin separate from the sink, with hand drying facilities and soap. Inspectors should make themselves aware of any local cultural or religious requirements which have an impact on the adequacy of the school's facilities for the hygienic preparation, serving and consumption of food in the school.

Standard 5.15 *Are classrooms and other parts of the school maintained in a tidy, clean and hygienic state?*

Inspectors should take note of the school's tidiness, cleanliness and its hygienic state. Maintenance of hygienic conditions in washrooms and toilets in particular can present a challenge for schools in very hot climates and inspectors should note, for example, whether cleaning is regular and thorough. NB: School may use contract cleaners and with reference to Standard 4.8 inspectors should note whether, if these persons are in school at the same time as the pupils, any checks are carried out.

Standard 5.16 *Do the sound insulation and acoustics allow effective teaching and communication?*

See also note at 5.7 re air conditioning.

Standard 5.17 *Are the lighting, heating and ventilation in the classrooms and other parts of the school satisfactory?*

The School Premises Regulations for school in England give precise requirements for these three aspects, but inspectors will not normally need to use specialist measuring equipment. We should first make a common-sense judgement as to whether the lighting is adequate, the heating is sufficient and not excessive and there is enough ventilation. If there are concerns, inspectors may need to make some measurements, for example of temperature, especially if it seems likely that the school may dispute their findings. Inspectors should take local conditions into account, for example where temperature and humidity are very high, making commonsense judgements about whether the school does enough to ensure that heat and ventilation in classrooms and other working areas are at satisfactory levels. The requirements in the School Premises Regulations are as follows:

Lighting: the maintained illuminance of teaching accommodation shall be not less than 300 lux on the working plane and where visually demanding tasks are carried out, it should be not less than 500 lux; and the glare index shall be no more than 19. Clearly, inspectors are not experts; they should use their common sense in making a judgement: is it too dim or gloomy and therefore likely to cause risk to pupils' health or safety, or prevent effective teaching and learning from taking place?

Heating: sick rooms should be 21°C; accommodation for teaching, private study and exams should be 18°C; spaces used for PE, washrooms, circulation spaces and sleeping accommodation should be 15°C.

Ventilation: all areas should have controllable ventilation at a minimum rate of three litres of fresh air per second per person; in teaching accommodation, sick rooms, sleeping and living accommodation the minimum rate should be eight litres per second per person; washrooms should be capable of being ventilated at a rate of at least six air changes an hour; there should be adequate measures to prevent condensation and to remove noxious fumes. As above, inspectors should use common sense in the first instance to judge whether ventilation is adequate to enable effective teaching and learning to take place, and whether ventilation in toilet and shower areas is adequate.

Standard 5.18

Is there a satisfactory standard and adequate maintenance of decoration?

Standard 5.19 ***Are the furniture and fittings appropriately designed for the age and needs (including any special needs) of all pupils registered at the school?***

Standard 5.20 ***Is there appropriate flooring and is this in good condition?***

Standard 5.21 ***Are there appropriate arrangements for providing outside space for pupils to play safely?***

Re 5.21: There should be enough space outside for recreational purposes, but it is reasonable to take account of the way in which this space is used in judging its adequacy. For example, if playtimes are so arranged that there are never more than thirty pupils outside at any one time, then a playground of around 300 square metres may be adequate even if the total number of pupils in the school is 90. Usually, there should be at least nine square metres of play space per pupil using it at any one time. For some schools in the middle of cities, it is also reasonable to take account of regular use of nearby parks, provided the journey to the park takes only a few minutes and pupils are properly supervised and safe at all times. Ideally, there should be both hard-surfaced and grassed areas, but if there is only a grassed area that drains well and can be used all year round, this may be adequate. Similarly, if there is only a hard play area, but use is made of nearby sports fields, this could also be sufficient. Do not refer in the report to any security issues arising from inspection of play space (for example lack of fencing), but alert the school to your concerns and send a minute to SIS.

NBA right-of-way through a playground is not a failure of Standard 5.4 if suitable safeguards are in place, e.g. proper supervision. Inspectors should take account of local circumstances in reaching a judgement.

Suitability of the premises and accommodation: evidence for report

Essentially, every school is required to occupy premises and accommodation that enable pupils to learn effectively, safely and securely. Bullet points should record evidence of the extent to which the school meets this overarching requirement.

If the school does not meet the Standards, what must be done to comply with them?

For each Standard that has not been met, there should be a clear, but not over-detailed or unduly prescriptive, statement of what the school needs to do in order to meet it. All statements must be related specifically to individual Standards. It is not sufficient to refer generally to the overarching requirement.

Part 6 - The provision of information for parents, carers and others

The quality of information provided by the school for parents of current and prospective pupils, and other interested parties

Does the school PROVIDE to parents of pupils and of prospective pupils the following information? [Include all the information and policies mentioned]

Standard 6.1 *The school's address and telephone number and the name of the headteacher.*

Standard 6.2 *Where the proprietor is an individual, his/her full name, address for correspondence during both term time and holidays and a telephone number or numbers on which he or she may be contacted at all times, or, where the proprietor is a corporation, organisation or other body corporate, the address and telephone number of its registered or principal office.*

Standard 6.3 *Where there is a board of governors, the name and address for correspondence of its Chair (not necessarily the private address).*

Standard 6.4 *A statement of the school's ethos (including any religious ethos) and aims*

Standards 6.1-6.4: All the information in these Standards must be given to parents and would normally be included in the prospectus.

Standard 6.2: For schools in England, where the proprietor is an individual, his/her full name, address for correspondence during both term time and holidays and a telephone number or numbers on which he may be contacted at all times, or, where the proprietor is a corporation, organisation or body of persons, the address and telephone number of its registered or principal office. Proprietors do not need to reveal their 'usual residential address and telephone number'.

Standard 6.3: This regulation does not specify that the "usual residential address" of the Chair of Governors should be given to parents. It is sufficient to give the school as a forwarding address.

Does the school MAKE AVAILABLE to parents of pupils and of prospective pupils the following information? [Make sure that the information and policies mentioned are supplied or available to inspectors]

Standard 6.5 *Particulars of the school's policy on and arrangements for admissions, discipline and exclusions.*

Standard 6.6 *Particulars of educational and welfare provision for pupils with learning difficulties and/or disabilities and for pupils for whom English is an additional language.*

If there are no such pupils on roll or likely to be admitted imminently, the school may not be failed on this regulation.

Standard 6.7 *Particulars of the curriculum offered by the school.*

Standard 6.8 *Particulars of policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving.*

Standard 6.9 *Particulars of academic performance during the preceding school year, including the results of any public examinations, taking account of the need to protect the*

identity of children. **[If there are no test or examination results, check the destinations of leavers or other indication of performance]**

Standard 6.10 Details of the complaints procedure adopted by the school.

Standard 6.11 The number of staff employed at the school, including temporary staff, and a summary of their qualifications wherever practicable.

Standard 6.12 Following this inspection, has the school made arrangements to make available and send (in paper format or electronically) a copy of the full report to the parents of every registered pupil?

The particulars listed below, must be made available to parents, and prospective parents who request it, and the school must make them aware of the form in which it is available. This can be through the school's web-site, if it has one, or available for inspection on the school's premises during the school day.

- Particulars of the admissions, discipline and exclusions;
- Particulars of the education and welfare provision for pupils with learning difficulties and pupils for whom English is an additional language;
- Particulars of the school's curriculum policy;
- Particulars of the school's policy for preventing bullying;
- The school's policy on child protection and the health and safety of pupilsThe school's policy on promoting good behaviour and sanctions for misbehaviour;
- Particulars of the school's academic performance during the preceding school year including the results of any public examinations;
- The complaints procedure; and
- The number of staff at the school, including temporary staff, and a summary of their qualifications.

This does not, of course, prevent schools providing copies direct to parents if they wish but they must also have copies on their websites and available to view in school.

Standard 6.12 requires inspection reports to be sent direct to parents but they may be provided either electronically or by hard copy depending on parental preference.

The quality of reports on pupils' progress

Standard 6.13 Does the school provide parents with an annual written report of the progress and attainment of each registered child in the main subject areas taught (unless otherwise agreed with any parent)?

The quality of information provided to outside bodies

Standard 6.14 Did the school comply with reasonable requests for information in connection with the inspection?

Standard 6.15 *Did the school confirm that it had declared to inspectors all instances of disciplinary action, suspension or departure of any individual (staff, volunteer or other) because of concerns about their suitability to work with children?*

Provision of information: evidence for report

In order to meet Standards 6.13, 6.14 and 6.15 the school is expected to provide clear, accurate and up-to-date information to parents and prospective parents, and to inspectors on request. Bullet points should record evidence of the extent to which the school meets this overarching requirement.

If the school does not meet the requirements of the Standard, what must be done to comply?

For each Standard that has not been met, there should be a clear, but not over-detailed or unduly prescriptive, statement of what the school needs to do in order to meet it. All statements must be related specifically to individual Standards. It is not sufficient to refer generally to the overarching requirement.

Part 7 - The school's procedures for handling complaints

The effectiveness of the school's procedures for handling complaints

Standard 7.1 *Has the school drawn up and implemented a complaints procedure that is transparent, open and effective having regard to local regulatory requirements and circumstances? [Include a copy of the complaints procedure]*

Standard 7.2 *Is the complaints procedure made available to parents of pupils and prospective pupils?*

Standard 7.3 *Does the complaints procedure set out clear timescales for the management of the complaint?*

Standard 7.4 *Does the complaints procedure allow for complaints to be made and considered initially on an informal basis?*

Standard 7.5 *Does the complaints procedure provide for a formal complaint to be made in writing if parents are not satisfied with the response to an informal complaint?*

Standard 7.6 *If the parents are not satisfied with the response to a written complaint, is there provision for the establishment of a hearing before the governors of the school or a panel appointed by the proprietor of at least three people who have not been directly involved in the matters detailed in the complaint?*

Standard 7.7 *Where there is a panel hearing of a complaint, and where practicable, is there provision that one person on the panel is independent of the management and running of the school?*

Standard 7.8 Does the procedure allow for parents to attend the panel hearing, and, if they wish, to be accompanied?

Standard 7.9 Does the complaints procedure provide for the panel to make findings and recommendations and does the procedure stipulate that a copy of these findings and recommendations is given to the complainant and, where relevant, the person complained about, the proprietor and headteacher?

Standard 7.10 Does the procedure provide for written records to be kept of all complaints indicating whether they were resolved at the preliminary stage, or whether they proceeded to a panel hearing (including a hearing before the board of governors)?

Standard 7.11 Does the procedure provide that correspondence, statements and records of complaints are to be kept confidential, except in cases where local legal requirements permit access or enable restriction by local authorities?

Schools should have and **implement** a complaints policy.

To meet the Standard for Part 7 schools must meet all the Standards 7.1-7.11. If a school meets Standard 7.1 and has a written complaints procedure, it is an easy matter to see from it whether the other regulations are met.

Procedure for handling complaints: evidence for report

Essentially, every school is required to have a clear, written and fair complaints procedure. Bullet points should record evidence of the extent to which the school meets this overarching requirement.

If the school does not meet the requirements of the Standard, what must be done to comply?

For each Standard that has not been met, there should be a clear, but not over-detailed or unduly prescriptive, statement of what the school needs to do in order to meet it. All statements must be related specifically to individual Standards. It is not sufficient to refer generally to the overarching requirement.

Part 8 - The quality of provision for boarding(not relevant for this inspection, I assume)

The effectiveness of the school's provision for boarders

Standard 8.1 *Does the school have policies, implemented effectively, that take full account of pupils who are boarding in respect of bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and boarders' health records?*

Standard 8.2 *Does the school have appropriate procedures in place for crisis management, how boarding houses are organised, activities and free time for boarders, the needs of EAL students, the securing of boarders' views, for prefects or student leaders, and for staff and outside support to boarders?*

Standard 8.3 Does the school provide adequate welfare support to boarders, including medical treatment and first aid, care of ill boarders, management of health and personal problems, discrimination and equal opportunities, parental contact and telephones, pocket money and care of possessions, and the induction of new boarders? The school should also have effective policies for educational guardians (where applicable), the monitoring of records, catering, fire precautions and drills, the accommodation of children other than pupils (where applicable), high risk activities and risk assessment, and access to information and local facilities.

Standard 8.4 Does the school provide adequate supervision of boarders, including when boarders leave the school site, night supervision of boarding houses and does the school provide staff job descriptions, induction, supervision and training, and guidance on boarding practice? It should also be able to show effective implementation of policies on staff/boarder relationships, privacy, staff recruitment and checks on other adults that may come into contact with boarders or have access to boarding accommodation.

Standard 8.5 Are there adequate arrangements for access to, and security of, the accommodation used by boarders including off-site accommodation and short-term exchanges?

Part 9 - Leadership and management of the school

The effectiveness of leadership and management by the proprietor, headteacher, senior managers and others with delegated responsibilities

Standard 9.1 Does the leadership of the school provide clear educational direction, as reflected in the quality of education, the care of pupils, and the fulfilment of the school's aims and ethos, and is there a positive relationship between the headteacher/senior staff and the school's governing body (where one exists) or board of management?

Standard 9.2 Is the proprietor/governing body successful in securing, supporting and developing sufficient high quality staff and ensuring their suitability to work with children?

Standard 9.3 Does the proprietor/governing body provide appropriate policies and procedures, review them for effectiveness, and ensure sufficiency of resources through robust financial management?

Standard 9.4 Is management at all levels successful in identifying priorities for improvement, planning to meet those priorities, and implementing decisions effectively?

Standard 9.5 Does the management of the school provide opportunities for regular staff appraisal or professional development reviews?

Inspectors should note the emphasis that Part 9 gives to the responsibility of the proprietor for meeting the requirements. Inspectors should judge the effectiveness of the proprietor's monitoring and evaluation of the school's effectiveness, and his/her impact on ensuring that the school meets the Standards.

Arrangements for proprietorship and governance of schools overseas may differ significantly from those encountered in the UK, and may be more complex and difficult to map out and evaluate. Whether schools are affiliated to a group or are privately owned, inspectors should ensure that they ascertain exactly where proprietorship resides and the nature of the relationship between the headteacher/senior staff and the proprietor, the governing body or board of management (9.1).

Proprietorship and governance of an overseas school may reflect its affiliation with a group of schools, owned and managed by a central body, based either in the UK or overseas. Inspectors should make themselves aware of the role of any central body in governance and, if applicable, the discrete role of any local board of governance or trusteeship.

If a school is privately owned, inspectors should ascertain exactly who is responsible for proprietorship and governance, and the extent to which the person or persons responsible contribute(s) to ensuring that the school meets the Standards.

(Early Years requirements to be sent under separate cover)