



SCHOOL INSPECTION SERVICE

The handbook for inspecting British schools overseas (BSO)

This handbook sets out the basis by which the School Inspection Service conducts inspections of British schools overseas.

Part A sets out the framework for inspection and explains how the School Inspection Service conducts inspections and the judgements that inspectors make.

Part B sets out the evaluation schedule and provides grade descriptors for the key judgements.

Part C includes a section about inspecting the Early Years where the school makes provision for pupils aged under five years.

Part D includes a section for schools with boarding explaining inspection of this provision.

PART A: THE FRAMEWORK FOR INSPECTION

The legal basis and purpose of inspection

- The School Inspection Service (SIS) is approved by the Secretary of State to conduct inspections of British schools overseas (BSO). Inspections are conducted according to the SIS BSO inspection framework which has been agreed with the Department for Education (DfE) in England, and covers the standards for British Schools Overseas published by the DfE¹.
- BSO inspections are not mandatory. A British school overseas may choose whether to have a BSO inspection and whether that inspection is to be conducted by SIS or by any of the other inspectorates approved by the DfE to conduct BSO inspections. Proprietors who are considering SIS inspection services or who wish to know more should first contact our office at enquiries@schoolinspectionsservice.co.uk
- SIS inspections provide parents and carers, prospective parents, proprietors, schools and communities with an expert and independent assessment of how well a British school overseas is performing. The BSO reports are published on the SIS website². They inform the DfE, the school community and the wider readership about the extent to which the school meets the BSO Standards. They report on whether the school's arrangements for safeguarding young people are effective. They report on the quality of the school's provision and how well the pupils at the school learn and achieve.
- SIS intends its inspections to be a helpful and developmental process for the leaders and managers, staff, proprietors and trustees of British schools overseas, leading to improvement which will ultimately benefit pupils. The SIS overseas inspections follow a similar framework and make the same judgements, using the same grade descriptors as SIS inspections of independent schools in England. This makes our inspection reports of British schools overseas comparable to those we write about independent schools in the UK.
- Where the school makes provision for children aged under five years the BSO inspection will include an evaluation of the effectiveness of the Early Years provision. However, schools should be aware that the Early Years Foundation Stage (EYFS) Framework is a national programme that applies in the UK only. For this reason SIS does not assess or report on a BSO school's compliance with the EYFS requirements.
- Where the school makes boarding provision the BSO inspection will include an evaluation of the quality and effectiveness of the boarding provision and

¹ <https://www.gov.uk/government/publications/british-schools-overseas-standards-for-schools>

² www.schoolinspectionsservice.co.uk

the school's compliance with the Minimum Boarding Standards (MBS) as set out in the BSO standards.

- This framework sets out how SIS conducts inspections with effect from September 2017

Frequency of inspection

- British schools overseas are inspected at their request. The inspection reports are published on the SIS website. The report is valid for three years and will remain on the SIS website for this period of time.
- Schools which do not meet all the BSO standards and are judged to be inadequate or to require improvement in one or more aspects may request SIS to conduct another inspection once they have taken action to improve their performance. SIS will not routinely re-inspect these schools unless requested by the proprietor to do so.

The inspectors

- All inspectors working with SIS are independent professional experts who have lengthy experience of school inspection. They are recruited almost exclusively from among former or retired Her Majesty's Inspectors of schools (HMI) who have a proven track record of inspecting in a variety of maintained and independent schools in England and overseas. The very few inspectors who are not former HMI have worked previously in senior positions with Ofsted's former inspection service providers or bring to the inspection team valuable knowledge and expertise of particular types of schools and settings including British schools overseas.
- All BSO inspectors have received initial training from SIS on conducting BSO inspections and have good knowledge of the BSO standards. The team is led by an experienced Reporting Inspector (RI) for BSO. Team inspectors qualify themselves as a BSO RI through experience of BSO inspection.
- Whenever SIS inspects in Spain, the inspection team may be augmented by a professional inspector from the National Association of British Schools in Spain (NABSS). NABSS inspectors have been trained by recognised inspector trainers from the UK and are experienced in inspecting British schools in Spain. They are owners and/or current serving headteachers of British schools in Spain, and bring with them knowledge of the regulations for independent schools set out by the Spanish authorities. They are also fluent Spanish speakers. For more information on these arrangements please refer to the BSO recruitment and deployment policy on our website.³

³ This is available in the 'Policies' section of the SIS website www.schoolinspectionsservice.co.uk

- All SIS inspectors have undergone the same rigorous checks for their suitability to have contact with young people, as are expected of teachers in schools in England. They are well trained for their role and have all received recent and up to date training in safeguarding young people. For further information on the inspectors and their training, please refer to the more detailed Recruitment, Employment and Training Policy available on our website.⁴
- All SIS inspectors must be impartial and have no connection with the school being inspected. They are expected to declare all actual and perceived conflicts of interest that could undermine their or the inspectorate's objectivity. The list of connections is refreshed at regular intervals and kept under review by the SIS Administrator.

Code of Conduct

- The SIS Code of Conduct requires inspectors to uphold the highest standards of professional conduct. These are to:
 - evaluate objectively, be impartial and inspect without fear or favour;
 - base all evaluations on clear and robust evidence;
 - report honestly and fairly, ensuring that judgements are accurate and reliable;
 - carry out their work with integrity, treating all those they meet with courtesy, sensitivity and respect;
 - take all reasonable steps to prevent undue anxiety and minimise stress in schools;
 - act in the best interests of children by prioritising their safety and welfare;
 - maintain a purposeful and productive dialogue with those being inspected and communicate judgements sensitively but clearly and frankly;
 - respond appropriately to reasonable requests;
 - respect the confidentiality of information, particularly about individuals and their work; and
 - take prompt and appropriate action on any safeguarding or health and safety issues.

The inspection process

- BSO inspections are routinely carried out over three days. For large schools, or those with more key stages, split sites or other complex factors, additional inspectors may be added to the team, but the standard length of the inspection is not increased. All inspections are completed within the timeframe of a week. Thus, inspections in Europe generally start on a

⁴ This is available in the 'Policies' section of the SIS website www.schoolinspectionsservice.co.uk

Tuesday and finish with a feedback to the school at the end of Thursday, as this enables the inspectors to travel on Mondays and Fridays. Inspection days vary for other locations, particularly in the Middle East, where inspectors may travel on Saturday for a Sunday start.

Before the inspection

- As British schools overseas request a BSO inspection, the dates and timings of the inspections are known and agreed with SIS in advance. A letter confirming the dates, and start and finish times will be sent by the SIS Administrator to the school together with details of the inspection team and the specification for the inspection.
- The school is asked to book accommodation for the inspection team for the required dates and, if necessary, to arrange transport for the inspectors between school and hotel. This is at the school's expense.
- The Reporting Inspector (RI) who will lead the inspection team will make an initial contact with the BSO school by email. S/he will ask the school to set aside a room to act as the inspectors' base for the duration of the inspection and check that the school is clear about the format the inspection will take. Thereafter, the headteacher and RI will remain in email and/or telephone contact and exchange information by email. The RI will discuss the inspection arrangements with the headteacher, determining which members of staff who lead on key aspects of the school's work the inspectors would need to interview; how inspectors will look at pupils' work; which governors/trustees and groups of pupils the inspectors would like to talk to; and the arrangements for feeding back the team's judgements at the end of the inspection. The RI will draw up an inspection plan, in discussion with the headteacher, so that interviews can be held with minimal disruption to the school's timetable.
- Schools are asked to send to the RI by email the minimum amount of information to enable the inspection to be planned efficiently. This information is documentation which the school should already have to hand and should be sent immediately after receipt of the letter confirming the inspection. It consists of:
 - the school's timetable(s)
 - a list of all staff and their roles and responsibilities in school
 - the school development plan.
- The school is also asked to complete the BSO Self-evaluation Tool (BSO SET) and return it at least three weeks in advance of the inspection week. This form requests some basic information about the school, enables schools to evaluate their compliance with the BSO standards, and provides an opportunity for the school to make an assessment of its own performance. Headteachers and proprietors are guided towards the grade descriptors in

Part B of this document for assistance in making their judgements. This is a vital document which helps the RI to plan the inspection effectively.

- The letter of confirmation has, as attachments, the BSO Framework for inspection and the questionnaires for parents and, where relevant, for secondary pupils. The school is asked to distribute these questionnaires well in advance of the inspection and to collect the responses and send them to the RI. Responses to the questionnaires are confidential. Parents should return their response to the school in a sealed envelope, clearly marked 'inspection'. Schools must not open them. They may gather up pupils' questionnaire responses and place these in a sealed envelope, but they must not seek to influence pupils' views. For schools in Spain, please note that the parents' questionnaire is available in Spanish.
- The RI will spend some time preparing for the BSO inspection. This entails organising inspection activities, deploying the team inspectors, sending information to them and producing an inspection plan to secure the smooth and efficient running of the inspection. It will ensure that inspectors have sufficient time to reach an informed judgement of pupils' progress and the quality of teaching. The RI will also prepare a short pre-inspection briefing based on the BSO SET and the information the school has sent or is on its website. The inspection plan, together with the pre-inspection briefing, will be shared with the team inspectors as part of the pre-inspection pack, and will be discussed with the headteacher at the first meeting.
- Schools should be aware that inspectors will look at the documents displayed on their website before the start of the inspection. For this reason, schools are strongly advised to ensure that their websites are kept up to date and that all policies displayed there are compliant with the BSO standards, reviewed annually and in date.
- Schools are not expected to prepare any extra documents for the inspection or to produce lesson plans to a particular format. It is helpful for inspectors to have an outline of the lesson they are observing, but they will look at information in whatever form the school wishes to present it.

During the inspection

- The inspection team generally travels on Monday morning and convenes in the hotel in the evening prior to the start of the inspection. This is an opportunity for the RI to brief the inspection team and for inspectors to share information and pre-inspection hypotheses and discuss priorities in the inspection plan. The RI will normally invite the headteacher and proprietor to attend all or part of this meeting so that they may meet the inspectors.
- The inspection starts on the following morning. The use of inspection time is at the RI's discretion and is conducted according to the inspection plan. The plan should ensure that good coverage is made of the school's work and that inspectors have sufficient evidence to reach fair and accurate judgments about compliance with the BSO standards, the quality of the school's provision

and its impact on pupils' achievement. Inspectors use inspection time to observe lessons, look at the school's records, read policies and other documentation, meet key staff, proprietors, governors or trustees, tour the school site, look at pupils' work, speak to pupils, evaluate their progress and achievements and follow up inspection issues. Inspectors pay particular attention to whether the school's policies are implemented effectively and to the 'Britishness' of the culture and ethos in the school. They meet regularly to share and discuss their findings and re-prioritise the inspection plan where issues emerge.

- During their time in school the inspectors will look at a range of lessons in different subjects and for different age groups. Because inspectors focus on the quality of teaching and its impact on pupils' learning, rather than on the performance of individual teachers, they will not see all staff teaching except in very small schools. The work of unqualified, as well as qualified teachers, student teachers and the work of teaching assistants may be observed. Where appropriate, the inspectors may also look at lessons via video conferencing links and talk to pupils about any self-directed learning and private study arrangements the school may have. When observing teaching, inspectors will normally stay in lessons for about 30 minutes. Teachers should be aware that inspectors may arrive in the middle of a lesson or leave before its end.
- Senior members of staff may observe some lessons alongside inspectors if they so wish, both for their own professional development and for inspectors to sample the accuracy of leaders' own assessment of the quality of teaching in the school. The invitation to undertake joint lesson observations is at the discretion of the RI.
- Teachers whose lessons have been observed are offered brief feedback, immediately after the lesson or, if this is inappropriate, at a mutually convenient time. In addition to observing lessons, inspectors will wish to see evidence of teachers' planning, marking, assessment, target-setting and records of pupils' progress.
- Inspectors reach a balanced judgement of the quality of the teaching overall. This is not based solely on what they see in lessons, although this is a fundamentally important part of their assessment. They also take into consideration the evidence of the quality of the teaching through its impact on pupils' work. They take account of the school's assessment data, records of pupils' progress, and results of any public examinations when evaluating the quality of the teaching pupils receive over time through its impact on their achievement.
- Similarly, inspectors' judgements about pupils' progress and achievement are not based on a single source of evidence. They look at evidence gathered during lessons and from talking to the pupils, looking at their work, examining the school's own assessment information and analysing the results of public examinations. They take account of any value-added information supplied by the school through analysis of its own data or via commercial services such as 'ALIS' or 'MidYIS'. Inspectors gather evidence to make judgements about

pupils' speaking, listening, literacy and numeracy skills, but do not necessarily cover standards in other areas of the curriculum unless they are of particular relevance. Inspectors may ask to hear pupils read and talk to them about what they have read to gauge their understanding.

- During their time in the school inspectors engage with the pupils, observing them at breaks and lunchtimes in social areas of the school. Where appropriate, they attend assemblies, tutorial and registration sessions and a range of other activities including lunchtime or after-school clubs. Schools should make no special arrangements to put on extra activities during the inspection. The RI will also ask the school to make arrangements for the inspectors to speak to groups of pupils. This is an opportunity for the inspectors to seek pupils' views and to explore aspects of their personal and cultural development, and how well the school supports them with this. Inspectors must ensure in these conversations that their line of questioning is sensitive to the ages of the pupils and the cultural ethos of the school.
- The RI must keep in close contact with the headteacher during the inspection. They should touch base, preferably at the start and end of the inspection day, and provide brief interim feedback as the inspection proceeds. This gives senior managers the opportunity to ensure that the inspection team has not missed any important evidence. It also helps to ensure that the final feedback to the school contains no surprise revelations.
- It is the responsibility of the RI to assure the quality of the team's evidence throughout the inspection. Because much of the first level evidence will consist of contemporaneous, handwritten notes, inspectors must write legibly. Where inspectors record observations electronically, for example on aide-memoirs, they should ensure that these are transferred to the RI electronically, so that they are part of the evidence base of the inspection. The RI should ensure that there is sufficient time planned during the inspection for inspectors to meet and consider the first level evidence. S/he must also ensure that systems for collating the first level evidence and reaching key judgements and main findings are effective. The RI may request that supporting evidence for the key judgements is typed and transferred by memory stick.
- The formal collection of inspection evidence stops mid-morning on the third day. At this point inspectors meet to discuss, agree, record their findings and produce a first draft of the inspection report.
- If inspectors judge that one or more aspects of a school are inadequate, the RI must inform the Chief Inspector by telephone as soon as possible. The RI must ensure that the Compliance Record contains full details of which of the BSO standards are failed and why the aspects(s) have been judged inadequate. The Chief Inspector may be telephoned as soon as the inadequate aspect is identified in the inspection, or during the final team meeting before the feedback to the school. If the Chief Inspector is unavailable, the RI should send the information through by email to: chiefinspector@schoolinspectionsservice.co.uk

- At or before the end of the final afternoon, by mutual arrangement, the inspectors meet the senior leaders and proprietors/trustees or governors to feed back the key inspection judgements from each part of the inspection and state the extent to which the school meets the required BSO standards. This provides an opportunity to ask questions and seek clarification.

Judging compliance with BSO standards

- During the inspection the inspectors check the extent to which the school meets the BSO standards. They use the BSO Compliance Record for this purpose. Where a standard is not met, inspectors must record the evidence to explain why this is so. They do not record the evidence where the regulations are met. Inspectors must report formally any failure to meet the BSO standards to the school at the end of the inspection and ensure that these are recorded and explained in the report. Inspectors may use the SIS guidance document 'Guidance on assessing compliance with the independent school standards (ISS)' produced for UK schools as a guide to their judgements, but they must exercise good sense and professional judgement when doing so, and bear in mind that the BSO standards do not replicate the ISS exactly and that some matters are inappropriate in an overseas context depending on the legislation of the host country.
- Schools should note that compliance with the BSO standards will be judged by the school's arrangements as they are at the start of the inspection. Where errors or omissions are found, these will be pointed out to the school, and the school may rectify them in the course of the inspection, but the inspectors' initial judgement will remain unchanged.

The judgements made during inspection

- Part B of this document, the evaluation schedule, sets out the judgements that inspectors make during the course of an inspection. It also provides guidance to schools and inspectors about the evidence inspectors consider in reaching these judgements. A table of grade descriptors guides inspectors to reach a 'best fit' for each judgement. SIS inspectors are required to use common sense, professional knowledge and expertise when consulting the descriptors and reaching the 'best fit' for their judgements. Certain judgements are obviously linked, but there are no limiting judgements in the SIS BSO evaluation framework. There is no judgement on the overall effectiveness of the school, but the grades for each aspect of the inspection are made clear at the front of our inspection reports.
- Inspectors will make the following key judgements:
 - The quality of education
 - The quality of pupils' personal development
 - Safeguarding pupils' welfare, health and safety

- The effectiveness of leadership, management and governance
- The effectiveness of the Early Years provision (if relevant).

The inspection grades used to make judgements

- Inspectors use the following scale when making the key judgements above.
 - grade 1: outstanding
 - grade 2: good
 - grade 3: requires improvement
 - grade 4: inadequate

The effectiveness of the Early Years provision

- Where the school makes provision for children aged under five years, inspectors judge the overall effectiveness of the early years provision and write a discrete section about it in the school report. This judgement takes into account how well children achieve and their readiness for transition to the next stage of their education. It also takes into account how well the provision, including the quality of teaching, meets the needs of the range of children in the early years. Inspectors examine how well the provision contributes to children's physical and emotional health, safety and well-being, including their spiritual, moral, social and cultural development, and judge how well the early years provision is led and managed.

Boarding and residential provision

- Where a school makes boarding provision for pupils, the inspectors will judge the quality of this provision and the impact it has on the boarders' physical and emotional health, safety and well-being, including their spiritual, moral, social and cultural development, and their learning and progress.

After the inspection

- After the inspection it is the responsibility of the RI to write the report. The report then goes through the editing and quality assurance procedures described below.
- By the end of the week following the inspection, the draft report is sent by email to the school. It is still at that stage a confidential document. The school leaders are asked to read the draft carefully and to advise SIS of any factual errors. They are given two days to complete this task and to return it by email to SIS where it is finalised for publication.

- Thereafter, the school is sent a copy of the final report in a pdf format and advised of the intended date of publication, which is generally two or three days later. At the same time the SIS Administrator a survey questionnaire which seeks feedback from the school on the quality of the inspection and report. The Chief Inspector uses this feedback to make improvements.
- The SIS Administrator sends a copy of the BSO inspection report to the DfE and ensures that it is uploaded to the SIS website. It is the responsibility of the school to ensure that all parents receive a copy or have access to it.
- All inspection reports are published on the SIS website no later than twenty working days from the end of the inspection. This timeline is not interrupted in the event of a complaint and the report will under normal circumstances proceed to publication. In the event of an appeal against the report being upheld, therefore, SIS will amend and republish rather than hold back the publication of a report. Inspection reports are not published during school holidays.

The report

- SIS reports are written in high quality prose and capture the unique individuality of each school. They are fair and accurate, rooted in the evidence of the inspection, and report without fear or favour the strengths and weaknesses of the school. The key judgements for each section are reported in the form of a grade on the front of the report, and these judgements are explained by the text of the report. An overall summary draws together the main findings of the inspection from which recommendations for improvement or further development are derived.
- The report must be clear about the school's compliance with the BSO standards required of British schools overseas. Reports must state clearly which, if any, of the BSO standards are not met, together with a reference to the relevant paragraph number. Where all the BSO standards are met, there must be a clear statement to this effect.

The evidence base

- It is the RI's responsibility to check and sort the evidence base into a form which is easily accessible to a quality assurance reader. The RI must retain the evidence base at the end of the inspection for the period of time specified in the SIS retention policy on our website. If the evidence base is randomly selected as part of the SIS quality assurance process, the RI will be asked to send it by recorded delivery to the assigned editor.

The quality assurance process

- SIS takes very seriously its responsibility for producing high quality inspections and reports. During the inspection the RI must set clear expectations for the team inspectors and ensure that these are met. S/he must ensure that the

judgements are fair, accurate and rooted in the evidence of the inspection. S/he must ensure that all evidence is recorded appropriately.

- It is the responsibility of the RI to write the report, taking care that it covers the required judgements of the framework and is written in clear, accessible prose. The first draft should be checked carefully and sent by email to the assigned editor on or before the day allocated in the inspection programme. This is generally two working days after the end of the inspection.
- It is the responsibility of the editor to ensure that the report meets the SIS writing requirements, and is clear, consistent, evaluative and convincing. The summary should be clear and concise, summarising the main findings of the inspection. Key weaknesses should not be hidden. The recommendations should address the weaknesses identified by the inspection and lead to school improvement. The editor must ensure that the report is free of typographical errors or mistakes in grammar, spelling and syntax.
- The RI must send the edited second draft to the Chief Inspector by email on or before the date allocated in the inspection programme. The Chief Inspector will proof-read and sign off the report and SIS will send it to the school for leaders to check its factual accuracy.
- The school has two working days in which to check the report for factual accuracy and return it to SIS. On receipt of the checked report from the school, the Chief Inspector finalises the report for publication, where necessary in consultation with the author and editor.
- SIS assures the quality of inspection in the UK by on site spot check visits to inspections made by the Chief Inspector or another senior member of the team. As this would add unreasonably to the cost of a BSO inspection, the Chief Inspector instead selects a sample of evidence bases from inspections. These are checked by editors to ensure that they meet SIS' quality standards. The Chief Inspector will notify the RI if their evidence base has been selected. All reports are quality assured by a trained editor and proof-read before publication.

Failure to meet the BSO Standards

- Schools which do not meet all the BSO standards and are judged to be inadequate or to require improvement in one or more aspects may request SIS to conduct another inspection once they have taken action to improve their performance. SIS will not routinely re-inspect these schools unless requested by the proprietor to do so. The inspection report will remain on the SIS website for three years after inspection.

Complaining about an inspection

- The vast majority of SIS inspections are carried out successfully and without incident. Should any concerns arise during the inspection, the proprietor or

headteacher should raise them with the RI as quickly as possible, preferably while the inspection is taking place, as it is often easier to resolve issues on the spot when action can still be taken to avert a problem. The RI must seek to resolve the concerns. However, we recognise that this is not always possible, and where this is the case, the school may wish to make a formal complaint. The SIS complaints policy is available on our website.

Deferral of inspection

- It is not SIS policy to change or defer the timing of an inspection other than in the exceptional circumstances specified in SIS deferral policy.⁵ However, an inspection might be cancelled or deferred for exceptional circumstances following a request made by the school. Normally, however, if pupils are receiving education in the school, the inspection will go ahead even if, for example, the headteacher is off site or building work is taking place. Deferral is at the discretion of the Chief Inspector.
- The publication of a report is only deferred or delayed in exceptional circumstances. In most cases the report will be published even though a complaint about it or the inspection may be under investigation. The report will be amended in the event of an appeal being upheld.

⁵ The Deferral Policy is found on the SIS website www.schoolinspectionsservice.co.uk

PART B: THE EVALUATION SCHEDULE

- This part sets out the key judgements of the evaluation schedule and the evidence inspectors consider in reaching them.
- Each section contains grade descriptors for each of the key judgements. Inspectors must use the descriptors to guide their judgements. The grade descriptors will not all apply in every case. Inspectors must take a 'best fit' approach to reaching each key judgement, and use their common sense and professional knowledge and expertise to do so.

THE QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

- Inspectors reach a balanced professional judgement of the quality of education in the school by taking account of:
 - pupils' learning and achievement, as a result of
 - the quality of the school's academic curriculum;
 - the quality of the teaching; and
 - the effectiveness and use of assessment.

Sources of evidence

- Inspectors must consider a wide range of first-hand evidence before reaching their overall judgement of the quality of education at the school.
- Inspectors must examine schemes of work, teachers' medium term and weekly plans; lesson planning and pupils' work to assess the quality and impact of the curriculum. They also examine how the school supplements the formal curriculum with extra-curricular opportunities for pupils to extend their skills in a range of artistic, creative and sporting activities, and how the school uses trips and visiting speakers to support the curriculum.
- Evidence of the quality of the teaching is found through observing lessons; assessing the impact of the teaching on the learning and progress of pupils of different age groups and abilities; talking to them about their work; and judging the contribution that homework, private study and computer-based distance learning strategies have on their learning. Inspectors must examine the quality and impact of support and intervention strategies for those with special educational needs and disabilities (SEND), those for whom English is an additional language (EAL) and the challenge made of more able pupils. The quality of the teaching is judged **both** by observing a range of lessons in different subjects and over a range of age groups, **and** by assessing the impact of the teaching over time as seen through examination and test results and pupils' work. Inspectors record their observations on Evidence forms (Efs). They must grade the quality of the teaching in lessons.
- Inspectors judge the quality, effectiveness and use of the school's assessment procedures by considering evidence of teachers' marking and feedback to pupils alongside testing and the school's procedures for assessing and recording data which track pupils' progress. Schools must know and be able to prove how well their pupils are doing. Inspectors consider how well staff use the information recorded on progress and attainment to plan lessons and set targets for pupils of all abilities, ensuring that no-one gets left behind without support and all pupils are actively helped to succeed.

- Inspectors must conduct a scrutiny of pupils' work, paying particular attention to the standards reached by pupils of different abilities; the quality, range and accuracy of their writing in a range of subjects; and their ability to understand and use mathematics. They note standards achieved in other subjects and the quality of pupils' presentation and their pride in their work. The work scrutiny is a primary source of evidence about pupils' progress and attainment. It also provides evidence of the quality of the teaching and curriculum planning, marking, assessment, target-setting and the feedback given to pupils to help them to improve their work.
- Inspectors must take account of the results in standardised tests and public examinations, including any scholarships achieved by pupils in preparatory schools, and the destinations of school leavers. They must consider the school's own data, including any evidence from progress or value-added data, and teachers' marking and records when assessing how well pupils achieve relative to their abilities and starting points. Inspectors must take into consideration that pupils in BSO schools will not necessarily be native speakers of English and must look critically at the EAL and other arrangements the school makes to improve pupils' spoken and written English.
- Inspectors talk to pupils to find out what they enjoy about their learning and how the school helps them to achieve. They should listen to a selection of pupils reading and talk to them about what they have understood. They also take account of the views of staff, pupils and parents about teaching, learning and achievement.

The BSO standards covered by this section

- Inspectors must consider whether the school meets Standards 1–4 of Part 1 of the BSO standards. In order for the school's provision to be graded 'good' or 'outstanding', all of these standards must be met. These standards may be met, and yet the school's quality of education may be judged to 'require improvement' if it does not fit the descriptors for 'good'.

Considerations for reaching overall judgements

- In reaching their overall judgement of the quality of education, inspectors must consider:
 - the breadth, balance and special features of the curriculum; how well it is suited to pupils' needs and interests; how useful schemes of work, homework and teachers' plans are in challenging and supporting all pupils so that individuals and all groups of pupils are enabled to progress well and achieve to the best of their ability;
 - the contribution of the extra-curricular programme, including trips and visiting speakers, to pupils' progress, achievement and learning;

- the effectiveness of the support and challenge for those with SEND in enabling these pupils to overcome barriers to learning and succeed; the effectiveness of provision for any gifted or talented pupils; and the effectiveness of provision for pupils for whom English is an additional language;
- the quality of assessment information and how effectively it is used to establish a baseline for pupils' achievement, plot progress, identify any pupils who are falling behind or who need additional support, plan lessons and tasks, and ensure that all pupils are enabled to make good progress and achieve well;
- the quality of marking and feedback to pupils so that they understand how to improve their work;
- the extent to which lessons are well-planned, interesting, challenging and effective, so that pupils enjoy learning, make good progress, contribute positively to their own success and achieve well;
- the range of tasks set for pupils in school and for homework and how they contribute to effective learning;
- examination and test results over time and the school's own data, as indicators both of how well the pupils achieve relative to their starting points, and of the impact of the quality of the teaching they receive over the time they are in school;
- where relevant, how well pupils read and understand what they have read; how well they speak and write English; can understand and use numbers, and have acquired other skills necessary to function as an economically active member of society.

Grade descriptors for the quality of education

- Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the common sense and professional judgement of the inspection team. Where there are differences in the key aspects of the quality of education, inspectors should give greater weight to pupils' progress and achievement and to the quality of the teaching in reaching the overall grade.

Outstanding (1)

- The curriculum is broad, balanced, interesting and innovative. It meets the aims of the school and is very well adapted for the needs of all abilities. Curriculum planning is excellent: it demonstrates very high expectations leading to exceptional progress for pupils of all abilities. It is augmented by a lively extra-curricular programme which extends pupils' skills, interests and talents.
- Teaching is consistently of high quality, so that all pupils understand that the school has high expectations of their good behaviour, concentration and engagement. Pupils are challenged to do their best and there is scope for them to pursue their interests

further and to a higher level. There is a 'learning buzz' in lessons and around the school. Pupils' behaviour is managed highly effectively.

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They vary methodologies and employ resources skilfully to suit pupils' different ways of learning. They use questioning highly effectively, set challenging homework and enthuse pupils with a desire to learn. Lessons are planned very effectively, making maximum use of lesson time and ensuring that tasks for all pupils are varied and demanding.
- Support for pupils with special educational needs is highly effective in enabling pupils to overcome barriers and equipping them with key skills to make excellent progress. Teachers stretch more able learners to reach their potential.
- Pupils for whom English is an additional language quickly develop fluency in accurate English and can function effectively in English from an early stage at the school.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. Pupils receive incisive feedback about how to improve their knowledge, understanding and skills, which they use effectively. The school's procedures for assessing and tracking progress are highly effective so that pupils of all abilities make rapid progress and succeed at school.
- Reading, writing, numeracy and communication skills are exceptionally well embedded across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils' achievement is exceptionally high, considering their different starting points. As they move through the school in all subjects, including in English and mathematics, pupils make substantial and sustained progress, developing excellent knowledge, skills and understanding.
- Standards 1-4 of Part 1 of the BSO standards are met.

Good (2)

- The curriculum is broad, balanced, interesting and well suited to the needs and interests of the pupils. It meets the aims of the school. Curriculum planning is strong: it plans for and leads to good progress for pupils of all abilities. It is augmented by a lively extra-curricular programme which extends pupils' skills, interests and talents.
- Teachers use effective planning to help pupils learn well. Resources and time in lessons are used productively. Pupils focus well on their learning because teachers reinforce expectations of good behaviour and set clear tasks that challenge and engage pupils well. Homework provides good opportunities to consolidate knowledge. More able learners are set challenging tasks.
- Teachers identify and support effectively those pupils who struggle and intervene quickly to help them to improve their learning. Support for pupils with special educational needs is effective and equips them with key skills to make good progress. Good EAL support is given to pupils which improves their English effectively.
- Teachers give pupils useful feedback which they use well to improve their work. The school's procedures for assessing and tracking progress are effective and ensure that pupils of all kinds and all abilities make good progress and that teachers can identify quickly those who need extra help and provide it.
- Reading, writing, numeracy and communication skills are embedded securely across the curriculum, equipping all pupils with the necessary skills to make

<p>progress. For younger children in particular, except where there is an exemption from the learning and development requirements of the EYFS in place, the teaching of phonics is effective in enabling them to tackle unfamiliar words.</p> <ul style="list-style-type: none"> ■ Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. ■ Pupils make consistently good progress in almost all year groups and in a wide range of subjects, including in English and mathematics. Pupils' progress is above average, including those with EAL and/or special educational needs. Their attainment is good in relation to their different starting points. ■ Standards 1-4 of Part 1 of the BSO standards are met.
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ The curriculum and assessment meet the minimum standards but are not good enough to best fit the descriptor for 'good'. ■ The quality of the teaching is adequate in that it enables most pupils to make the expected, but not the consistently good progress, required by the descriptor for 'good'.
<p>Inadequate (4)</p> <p>The quality of education is likely to be inadequate if one or more of the following applies:</p> <ul style="list-style-type: none"> ■ The curriculum is narrow and poorly planned with inappropriately repeated work and/or gaps in knowledge and understanding. It fails to meet the needs of pupils or particular groups of pupils and results in poor progress. ■ Weak assessment practice means that teachers are unaware of pupils' strengths and difficulties and thus do not provide them with appropriate challenge and support. Pupils receive inadequate feedback and do not know how to improve their work. ■ Teaching is poor. Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. ■ Teaching does not challenge or interest pupils so that the pace of lessons is slow and pupils become bored and disruptive. Poor behaviour goes unchallenged. ■ Pupils cannot communicate, read, write, or apply mathematics as well as they should, given their starting points, so they do not make sufficient progress in their knowledge, understanding and skills across the curriculum. ■ EAL support is ineffective, so that pupils are barred from making progress through lack of accurate English. ■ Boarders as a group do not make sufficient progress because they are not given the help they need. ■ Pupils are entered for public examinations inappropriately and results are poor. They have not attained the standards or qualifications appropriate for them to progress to their next stage of education, training or employment. ■ One or more of Standards 1-4 of Part 1 of the BSO standards are not met.

PUPILS' PERSONAL DEVELOPMENT

- Inspectors reach a balanced judgement of pupils' personal development by considering:
 - the personal qualities and attitudes pupils develop;
 - pupils' behaviour, consideration and respect for others and contribution to school, local and wider society;
 - pupils' attendance, punctuality and attitudes to learning;
 - pupils' spiritual, moral, social and cultural awareness;
 - the schools aims, values and ethos and their impact on pupils' personal development;
 - the quality of the school's programmes for personal, social, health and economic education (PSHEE) and careers education, and their impact on how well pupils are prepared for the opportunities, responsibilities and experiences of life in modern British life;
 - the pupils' knowledge and understanding of modern British life, including of UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights; and
 - the extent to which pupils acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions.

Sources of evidence

- Inspectors must consider a wide range of evidence in reaching the overall judgement. This includes how the school's ethos contributes to the values and attitudes which pupils develop. Inspectors talk to proprietors, trustees or governors, school leaders and staff about the aims and ethos of the school and consider how well these are built into the life of the school.
- Inspectors consider parents' views of how well the school helps their children to develop good attitudes and values and understand the British way of life.
- They talk to staff with particular responsibility for developing pupils' spiritual, moral, social and cultural awareness and understanding. They consider the range of visitors and visiting speakers, trips and extra-curricular opportunities, alongside the curriculum itself, and the contribution these factors make to the breadth of pupils' experiences and their moral and cultural development. Opportunities for fund-raising, voluntary work and contributing to local and wider society provide further sources of evidence.

- Inspectors talk to pupils, both formally and informally, and gauge their attitudes to and perceptions of others, and the respect they have for people in all sections of society.
- They consider the opportunities the school provides for pupils to develop good manners and social skills; organise themselves; develop personal qualities and social responsibility; take responsibility and develop leadership skills, for example as monitors, team captains or prefects; and understand how democracy works in action. The contribution of the School Council, or similar, provides evidence of this.
- Inspectors consider pupils' behaviour in lessons and how they conduct themselves during break times. They consider the quality of the relationships in school and pupils' confidence and self-esteem.
- Registration periods and attendance registers provide evidence of pupils' attendance and punctuality, and their commitment to arriving at school promptly and ready to learn. Lesson observation and pupils' engagement with private study and self-directed learning provide evidence of their attitudes to study and commitment to their own progress.
- Inspectors consider the content and quality of the PSHEE, citizenship and careers programmes and how well these programmes inform and prepare pupils to make choices about their future careers and lifestyles. They talk to staff with particular responsibility for developing pupils' knowledge and understanding of British society, and assess the impact of these programmes on pupils' attitudes and actions.

The BSO standards covered by this section

- Inspectors must consider whether the school meets Standard 5 in Part 2 of the BSO standards. In order for the school's provision to be graded 'good' or 'outstanding', all of these standards must be met in as far as the laws and situation of the school's host country allow. These standards may be met, and yet the pupils' personal development may be judged to 'require improvement' if it does not fit the descriptors for 'good'.

Grade descriptors for pupils' personal development

- Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the common sense and professional judgement of the inspection team.

Outstanding (1)

- Pupils, including boarders where relevant, are considerate, polite, well-mannered and thoughtful young people. They are active and thoroughly reliable members of the school and wider societies, making an excellent contribution to both. They volunteer their help willingly for the benefit of others.
- They have strong moral values which influence all aspects of their lives. They are tolerant, open-minded young people who have good knowledge of and show respect for the beliefs, cultures, views and lifestyles of other people.
- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They show initiative. They value their education and are proud of their achievements and of their school.
- Pupils' conduct in lessons and around the school is impeccable and reflects the school's effective strategies to promote high standards of behaviour. Relationships are excellent. Pupils develop strong friendships, show empathy for others and actively ensure that no-one gets left out.
- There are excellent opportunities for pupils' cultural development, so that they emerge as well-rounded individuals with a strong awareness of culture in its widest sense and have been able to develop their own sporting, dramatic, musical, creative and artistic talents to the full.
- High quality PSHEE throughout the school enables the pupils to make strong and well-informed choices about moral perspectives and how they would like to live their lives. They promote and are excellent ambassadors for fundamental British values.
- High quality impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are very well prepared for the next stage of their education, apprenticeship, employment, self-employment or training and have attained or are on course to gain relevant qualifications.
- Pupils value their education and rarely miss a day at school. Attendance is above the national average. They arrive at lessons punctually and work hard.
- As far as possible, the school meets the Standard 5 of Part 2 of the BSO standards and the relevant minimum boarding standards in Part 9. **Standards 2(2)(d)(ii) and 5(b)(vi) may not be met if the host country's law precludes the meeting of certain protected characteristics.**

Good (2)

- Pupils are polite, thoughtful and caring. They are reliable members of the school and wider societies, and make a strong contribution to both.
- They have good moral values that guide their actions. They are tolerant, have good knowledge about and show respect for the beliefs, cultures, views and lifestyles of other people.
- Pupils are confident and have good self-esteem. They take pride in their work and their school. Their attitudes to learning are consistently positive and have a good impact on their progress.
- They behave well in lessons and at break times reflecting the school's efforts to promote high standards. Relationships are strong and pupils make good friendships.
- There are good opportunities for pupils to develop cultural interests and awareness and to develop their talents through the cultural life of the school.
- A comprehensive programme of PSHEE equips them to be thoughtful, caring and

active citizens in school and wider society, and to make informed choices about how to live their own lives. They understand and model British values.

- Pupils are well prepared to make choices about the next stage of their education, training or employment and have attained or are on course to attain relevant qualifications to help them to progress towards their goal.
- Pupils value their education. Few are absent or persistently absent. They are punctual and prepared for lessons.
- As far as possible, the school meets the Standard 5 of Part 2 of the BSO standards and the relevant minimum boarding standards in Part 9. Standards 2(2)(d)(ii) and 5(b)(vi) may not be met if the host country's law precludes the meeting of certain protected characteristics.

Requires improvement (3)

- The Standard 5 in Part 2 of the BSO standards for pupils' spiritual, moral, cultural and cultural development is met as far as is possible, but aspects of pupils' personal development, attitudes, behaviour and/or attendance require improvement before they fit best with the descriptor for 'good'. The relevant minimum boarding standards in Part 9 may not be fully met.

Inadequate (4)

Pupils' personal development is likely to be inadequate if any one of the following applies:

- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. They ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour and disruption to lessons which prevent other pupils from learning. Attitudes to learning and homework are poor.
- The school's provision for PSHEE is poor. There are significant gaps so that pupils do not understand how or why to live healthy, positive lives both physically and emotionally.
- Pupils show a lack of care and common courtesy towards others. They are prejudiced, narrow-minded and antagonistic towards the views, cultures, beliefs and lifestyles of others. They are ill-prepared to integrate effectively into modern British society.
- There are too few opportunities for pupils to develop good moral values. Pupils' cultural development is inadequate.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- For secondary pupils, the careers programme is inadequate, such that they are ill-prepared to make informed choices about their future.
- One or more of the paragraphs in Standard 5 and/or the relevant minimum boarding standards in Part 9 are not met.

SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

- Inspectors reach a judgement of safeguarding pupils' welfare, health and safety through consideration of the school's policies and their implementation alongside their impact on pupils' welfare, health and safety, their understanding of how to stay safe and their feelings of safety in school. Inspectors may use the aide-memoir, interview guide and checklist in the 'forms' section of the handbook to collect and record evidence for their judgements in this section.

Sources of evidence

- Inspectors give careful consideration to how effectively senior leaders and proprietors/governors/trustees ensure that all pupils are safeguarded. This includes consideration of the policies they have produced, their compliance with the requirements of the standards and government guidance, and the effectiveness with which they are implemented.
- Inspectors interview staff with responsibilities for safeguarding and for particular aspects of pupils' safety in the widest sense, including staff recruitment and vetting, fire precautions, health and safety, risk assessments, anti-bullying strategies, supervision and the promotion of good behaviour. They assess how well the school raises pupils' awareness of the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.
- They scrutinise records of staff training for evidence of safeguarding and safe recruitment. They talk to staff about how to identify concerns and how to report them. They assess staff knowledge of child protection and their understanding of the school's procedures for keeping children safe and eliminating bullying. They look at the school's child protection records and judge whether these are clear and helpful in ensuring that cases are fully documented and followed up promptly and effectively.
- They examine the school's recruitment and vetting procedures, and records, including the Single Central Record (SCR) of staff appointments and verify, through a random sample of staff files that the information in the SCR is correct. They speak to those with responsibility for appointing staff and look at any records kept of recent appointments as evidence of the school's recruitment process in action.
- Inspectors take account of pupils' views of bullying and how safe they feel in and out of school, including on the internet and when using mobile telephones, electronic devices and social media. They consider the school's awareness of extremism and radicalisation issues, how vulnerable the pupils might be to these, and the strategies in place to safeguard them from undesirable influences.
- They also take account of any views expressed by parents.

- Inspectors take into consideration how safe, secure, clean and well-maintained the school's accommodation and premises are.

The BSO standards covered by this section

- Inspectors must consider whether the school meets all the standards 6 - 21 set out in Parts 3 and 4 of the BSO standards.
- In order for the school's provision to be graded 'good' or 'outstanding', all of the paragraphs in these standards must be met. The school's provision for safeguarding pupils' welfare, health and safety may be judged to 'require improvement' if it does not fit the descriptors for 'good' because there are minor matters which need to be rectified but do not put pupils at risk of harm.

Grade descriptors for pupils' welfare, health and safety

- Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the common sense and professional judgement of the inspection team.

Outstanding (1)

- Safeguarding is at the heart of the school. There is a strong culture of vigilance where pupils' welfare is actively promoted and they feel safe at all times. All staff are aware of the importance of safeguarding to pupils' welfare, health and safety and go the extra mile to consider all aspects which will enable them to feel safe and fully protected.
- Staff are fully trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they know how to report their concerns. The school works effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. CP records are clear, detailed and easy to follow. They provide an effective mechanism for ensuring that all cases are followed up promptly and efficiently.
- Pupils work hard with the school to prevent all forms of bullying and prejudice, including misuse of electronic and social media. Staff and pupils deal very effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. Pupils report that there are always adults with whom they are comfortable sharing their concerns.
- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. This includes awareness of radicalisation and extremism. The pupils are resilient to negative influences.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Every care and attention has been given to promoting pupils' welfare, health and safety in school and on trips. Risk assessments identify clearly and precisely any issues which might prove hazardous and prompt highly effective action to minimise risks to pupils. The accommodation and premises are safe, secure, clean, well-maintained and regularly monitored to minimise risks to pupils.
- Pupils are very well supervised as befits their age and stage of development.
- All the standards 6 - 21 set out in Parts 3 and 4 and the relevant minimum boarding

standards in Part 9 of the BSO standards are met.

Good (2)

- Procedures for safeguarding pupils are comprehensive and effective. The pupils' welfare is actively promoted and they report that they feel safe. All staff have received appropriate training in safeguarding. The designated safeguarding lead (DSL) works effectively with external partners. CP records are clear and well-kept and are monitored regularly.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge prejudice and stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. The school works well to tackle and prevent any instances of bullying that occur. Pupils acknowledge that bullying is rare.
- The school's open culture promotes all aspects of pupils' welfare. Pupils say they feel safe. They have opportunities to learn how to keep themselves safe. They learn about how to stay fit and healthy and maintain emotional and mental health. They say there is an adult they can turn to with concerns.
- Pupils have a good understanding of how to stay safe online, and have been taught the dangers of inappropriate use of mobile technology and social networking sites. The pupils are resilient to negative influences, including radicalisation and extremism.
- The school monitors its accommodation, premises, and on- and off-site activities carefully and assesses and minimises the risks to pupils' welfare, health and safety.
- All the standards 6 - 21 set out in Parts 3 and 4 and the relevant minimum boarding standards in Part 9 of the BSO standards are met.

Requires improvement (3)

- Pupils say they feel safe, and their parents agree.
- In general, the standards 6 - 21 set out in Parts 3 and 4 and the relevant minimum boarding standards in Part 9 of the BSO standards are met, but there may be minor issues or aspects thereof which require improvement and can be quickly rectified and do not put pupils at risk.

Inadequate (4)

Safeguarding pupils' welfare, health and safety is likely to be inadequate if one or more of the following applies:

- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent. Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school.
- The school does not teach pupils how to stay safe online; they are unaware of the dangers of inappropriate use of mobile technology and social networking sites and could thus fall prey to online bullying, abuse or radicalisation.
- One or more of the standards in Part 3 and/or 4 or the relevant minimum boarding standards in Part 9 of the BSO standards are not met to the extent that these failures could put pupils' welfare, health and safety at risk.

THE EFFECTIVENESS OF THE LEADERSHIP, MANAGEMENT AND GOVERNANCE

- Inspectors reach a judgement of the effectiveness of the leadership, management and governance of the school through consideration of a wide range of evidence.

Sources of evidence

- Inspectors obtain a range of evidence from meetings with school leaders and governors or trustees and first-hand evidence of their work across the school. They also examine documentary evidence and records provided by the school to evaluate the impact of leaders' and governors/trustees' work, both currently and over time. The views of staff, parents and pupils also provide useful evidence for judging the culture that has been established in the school and the effectiveness of its leaders. Inspectors take account of any client surveys the school has conducted itself.
- Inspectors must consider:
 - the leaders' and governors/trustees' vision and ambition for the school and how these are communicated to staff, parents and pupils;
 - how effectively the vision for the school is turned into reality;
 - whether leaders have established and maintain an ethos commensurate with the aims and values of the school and, where relevant, the philosophy of their association or parent body;
 - how leaders ensure that pupils of all ages and abilities are helped to excel, fulfil their potential, develop their personal qualities and enjoy their education;
 - leaders' expectations for social behaviour among pupils and staff and how well they are realised;
 - the rigour and accuracy of the school's self-evaluation and how effectively it leads to development plans and actions that secure improvement;
 - the work of the leaders and trustees/governors/proprietors in creating and implementing policies and procedures which ensure pupils' progress, welfare, health and safety;
 - the quality of induction procedures and the continuing professional development for staff;
 - how leaders use performance management to promote effective practice across the school and sustain or increase motivation among staff;
 - the safeguarding culture of the school; whether pupils feel safe, are made aware of how to keep themselves and others safe; and the effectiveness of the schools procedures for ensuring their welfare, health and safety;
 - how well senior leaders and trustees/governors ensure that the school prepares pupils to make a positive contribution and take their place in modern

society, including integrating into British society and re-entering the British school or university system ;

- how effectively leaders and governors/trustees promote equality and enable pupils to respect the cultures, abilities and lifestyles of others;
- how effectively governors and trustees hold senior leaders to account for the success of the school;
- the effectiveness of the proprietors' and governors/trustees' contribution to the development and success of the school;
- the extent to which parents, pupils and staff are happy and have confidence in the school;
- how effectively the school's premises and accommodation support pupils' learning and their welfare, health and safety (BSO Standard 5);
- how effectively leaders and governors/trustees engage with parents and carers to support pupils and keep them informed about and involved in the life of the school and the progress of their child (BSO Standard 6);
- the way the school handles complaints and the record of complaints (BSO Standard 7);
- the extent to which the school is run effectively and has clear systems which support the educational direction and ethos of the school into (BSO Standard 8);
- the extent to which the boarding provision (where it exists) meets requirements and contributes to pupils' learning, achievement and well-being (BSO Standard 9); and
- the effectiveness of the management of boarding (where such provision exists).

The BSO standards covered by this section

- Inspectors must consider whether the school meets all the standards set out in Parts 5, 6, 7, 8 and 9 (where relevant) of the BSO standards.
- In order for the school's provision to be graded 'good' or 'outstanding', all of the paragraphs in these standards must be met.
- Where one or more of these standards are not met, this leads to a judgement of 'requires improvement' or 'inadequate'.

Grade descriptors for the effectiveness of leadership and management

- Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the common sense and professional judgement of the inspection team.

Outstanding (1)

- Leaders and proprietors/governors/trustees have articulated a vision and ambition for the school which is committed to achieving excellence in all respects. The school's culture enables pupils and staff to succeed and excel.
- Leaders and proprietors/governors/trustees have established and maintain an ethos commensurate with the aims and values of the school and its proprietors. This enables pupils of all ages and abilities to flourish, fulfil their potential, enjoy their education and develop their personal qualities to the full. The ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Relationships in the school are exemplary. Leaders have the highest expectations of behaviour, so that respect, courtesy and good manners are the norm.
- Leaders and proprietors/governors/trustees have a deep and accurate understanding of the school's strengths and weaknesses. They use this knowledge to plan and drive forward school improvement. Development plans are clear, well-structured, ambitious but achievable and result in benefit to pupils.
- There is a relentless focus on maintaining the outstanding quality of the school and/or securing its constant improvement. Leaders are able to make and carry through challenging decisions for the good of the school. The actions of school leaders have resulted in substantial improvement in the quality of education and in excellent progress and achievement for all pupils.
- Performance management is highly effective and leads to professional development that encourages, challenges and supports staff. Teaching is highly effective across the school, and staff are well motivated.
- Safeguarding is integral to the life of the school. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted and they feel safe.
- The promotion of fundamental human values is at the heart of the school's work. Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.
- Leaders communicate in a highly effective manner with parents, providing them with the information they need about the school and their child's progress. Parents are given guidance about how to support their child to improve. The school involves parents fully in the life of the school, and it enjoys very strong support from parents.
- The school is run in a highly efficient manner. Proprietors, governors and trustees systematically hold school leaders to account for the quality of education, effective deployment of staff and use of accommodation and resources, including the use of any government funding, so that pupils benefit. They understand the school's data well and do not shy away from challenging leaders about variations in outcomes for pupil groups.
- Any boarding provision is managed in a highly effective manner and makes a significant contribution to boarders' well-being and personal development.
- Proprietors, trustees and governors make an outstanding contribution to the school's success by offering the senior leaders a high level of challenge and external support. They are actively involved in the life of the school and its development.
- Proprietors, governors and trustees are fully aware of their responsibilities and have ensured that, in as far as the laws and situation of the host country allows, all BSO standards (including those for boarding provision, where relevant) are met. In boarding schools the leadership and management of boarding must also be outstanding.

Good (2)

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress and good behaviour of all pupils at the school.
- Leaders and proprietors/governors/trustees are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in all pupils' progress,

<p>and standards of achievement are rising, including in English and mathematics.</p> <ul style="list-style-type: none"> ■ Leaders and proprietors/governors/trustees have a clear and accurate understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. ■ Leaders and proprietors/governors/trustees use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. ■ Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently good across the school or where it is not, it is improving rapidly. ■ Proprietors/governors/trustees hold senior leaders closely to account for all aspects of the school's performance, including the use of any government funding, ensuring that the skilful deployment of staff, accommodation and resources delivers good or improving achievement. ■ Leaders consistently and actively promote fundamental British values, equality and tolerance well, resulting in a positive school ethos. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour and do not tolerate prejudice. ■ Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. Pupils are protected from radicalisation and extremism. ■ Leaders and managers communicate effectively with parents and provide them with the information they need. They know how well their child is progressing and what their child needs to do to improve. The school enjoys strong support from parents. ■ Proprietors, governors and trustees are fully aware of their responsibilities and have ensured that, in as far as the laws and situation of the host country allows, all BSO standards are met, (including those for boarding provision, where relevant). In boarding schools the leadership and management of boarding must also be at least good.
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Proprietors, governors and trustees may or may not be aware of their responsibilities, but they have not ensured that as far as the laws and situation of the host country allows, all the BSO standards are met. There may be some minor aspects of the requirements which are not met but these can be corrected quickly without significant detriment to the welfare, health, safety or learning of the pupils. ■ Leadership and management ensure that the school runs smoothly and that boarders are well cared for, but their work is not good enough to best fit the descriptor for good.
<p>Inadequate (4) Leadership and management are likely to be inadequate if one or more of the following apply:</p> <ul style="list-style-type: none"> ■ Capacity for securing improvement is poor. There has been little or no improvement since the last inspection on issues identified for development. Improvements made are unsustainable, have been implemented too slowly or are overly dependent on external support. ■ Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impair the progress of pupils. ■ Standards are falling and leaders are not aware of this or are not taking effective action to stem the decline in the progress of individuals or groups of pupils. ■ Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. ■ Leaders and governors/trustees undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views. ■ Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern. Insufficient action is taken to remedy weaknesses following a serious incident.

- Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.
- Boarders are unhappy and their health, safety and well-being are not cared for adequately, leaving them at risk.
- Proprietors, governors and trustees have not ensured that as far as the laws and situation of the host country allows, the BSO standards, including those for boarders where relevant, are met. There are significant failures which have a detrimental impact on pupils' progress, personal development or welfare, health and safety.

PART C: THE EFFECTIVENESS OF THE EARLY YEARS PROVISION

- Where schools make provision for children aged under five years, inspectors use the same four-point scale to make a single judgement of the **overall effectiveness** of this provision. This judgement takes account of:
 - The effectiveness of leadership and management of the early years provision;
 - The quality of the teaching, learning and assessment;
 - The children's personal development, behaviour and welfare; and
 - How well the children achieve.
- Inspectors must use their professional judgement to interpret and apply the grade descriptors to the provision they are inspecting. Where there is a mixed age-range, inspectors must note any differences in the provision or outcomes for children of different ages and make a 'best fit' judgement, taking into account all their evidence and the reasons for their judgements. They will also consider the effectiveness of the arrangements for safeguarding children.
- Inspectors must use all their evidence to evaluate what it is like to be a child in the early years provision of the school. In making their judgements about the provision's overall effectiveness, inspectors will consider whether the standard of education and care is good or whether it exceeds good and is therefore outstanding. If it is not good, inspectors will consider whether it requires improvement or is inadequate.
- Schools and inspectors must note that the Early Years Foundation Stage requirements do not apply to British schools overseas and compliance with these requirements is not judged in a BSO inspection. In reaching their judgements of the overall effectiveness of the early years provision, inspectors should use the grade descriptors below as a 'best fit' to guide their judgement and consider:
 - the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education including, where appropriate, readiness for school
 - the extent to which the learning and care that the setting provides meet the needs of the range of children who attend, including disabled children, those who have special educational needs, including English as an additional language
 - children's personal and emotional development, including whether they feel safe and are secure and happy

- whether the BSO standards for children’s safeguarding and welfare have been fully met and there is a shared understanding of and responsibility for protecting children
- the effectiveness of leadership and management in evaluating practice and securing continuous improvement that improves children’s life chances.

Outstanding (1)

- The nursery provision is exceptionally well managed. The pursuit of excellence in all activities is demonstrated by an uncompromising, highly successful drive to improve achievement or maintain the highest levels of achievement for all children.
- Incisive evaluation of the impact of staff’s practice leads to rigorous performance management, supervision and highly focused professional development. As a result, the curriculum is planned meticulously; it meets the needs of all children exceptionally well and enables them to make rapid progress in all areas of their learning.
- Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children’s needs. Assessment is insightful and used very well to ensure that all children make the best possible progress and those who need it receive well-targeted support.
- Leaders set high standards for children’s behaviour at all times. Exemplary relationships between staff provide an excellent model for children’s behaviour towards each other.
- Safeguarding arrangements stand out as highly effective. Leaders have created a culture of vigilance where children’s welfare is actively promoted. The children’s physical and emotional health and well-being are exceptionally well cared for and they appear confident and happy.
- There are no breaches of BSO standards.

Good (2)

- The nursery is well managed. There are high expectations of staff and children. Self-evaluation is accurate and leads to improvement.
- An effective and well-established programme of professional development helps practitioners to improve their knowledge, understanding and practice. Through effective systems for supervision and performance management, practitioners are monitored regularly and under-performance is tackled swiftly. As a result, teaching is consistently good.
- Leaders ensure that the curriculum provides a broad range of interesting and demanding experiences that help children to make progress towards reaching the early learning goals. As a result, children learn well and are well-prepared for their transition to Key Stage 1.
- Assessment and close monitoring ensures that individual children or groups of children who have identified needs are targeted and appropriate interventions are secured so that children receive the support they need, including through effective partnerships with external agencies.
- Relationships between staff provide a good model from which children learn about how to behave towards others. Leaders have high expectations for consistently good behaviour.
- Children are well cared for and appear happy at school. Safeguarding is effective.
- There are no breaches of BSO standards.

Requires improvement (3)

- Leadership and management are not yet good because teaching, curriculum planning and/or assessment are not of a sufficiently high standard to secure good learning and progress for all children.
- Where there are any breaches of BSO standards, they do not have a significant impact on children's safety, well-being or learning and development.

Inadequate (4)

The nursery setting's overall effectiveness is likely to be inadequate if:

- It is poorly managed. Leaders do not identify weaknesses or understand how to improve practice or if action to tackle areas of identified weakness are ineffective.
- Monitoring of teaching and/or of learning programmes is ineffective. Training for staff is ineffective. As a result, the quality of the teaching and/or curriculum planning is inadequate and children fail to thrive.
- Safeguarding and care of the children are poor. Failure to meet one or more of the BSO standards has a significant impact on the safety and well-being of the children.

PART D: THE EFFECTIVENESS OF THE BOARDING PROVISION

- Where schools have boarding provision, inspectors use the same four-point scale to make a single judgement of the **overall effectiveness** of boarding. This judgement takes account of:
 - The effectiveness of the leadership and management of boarding;
 - the quality of the boarding provision and care;
 - boarders' safety, including safeguarding; and
 - the impact of the boarding experience on boarders' personal development, well-being and achievement.
- Inspectors must use their professional judgement to interpret and apply the grade descriptors to the provision they are inspecting. Where there are both full and weekly boarders, or homestay/ lodging arrangements organised by the school, inspectors must note any differences in the provision or outcomes for pupils of different genders, ages or other groupings and make a 'best fit' judgement, taking into account all their evidence and the reasons for their judgements.
- Inspectors must consider the effectiveness of the arrangements for safeguarding boarders and for keeping them safe, healthy and fit while they are at school.
- Inspectors will consider the activities organised for boarders outside of school time and the contribution they make to boarders' personal development, self-confidence, independence and enjoyment of the boarding experience.
- Inspectors will consider the academic support for boarders, including those with special educational needs or disabilities, and its impact on their educational achievements.
- Inspectors will consider how effectively the boarding provision is organised and run for the benefit of pupils who are boarders, including information provided to, and contacts with parents and carers, and the opportunities for boarders to express their views and make a contribution to boarding. They must take account of how far the boarding provision meets the BSO standards in Part 9.
- Inspectors will consider the impact of the boarding experience on young people's confidence, leadership and team-working skills, social, cultural, moral, personal and academic progress and development.
- Inspectors must use all their evidence to evaluate what it is like to be a boarder at the school. In making their judgements about the provision's overall effectiveness, inspectors must consider whether the quality of the boarding

experience and care is good or whether it exceeds good and is therefore outstanding. If it is not good, inspectors will consider whether it requires improvement or is inadequate.

Outstanding (1)

- Boarding is an area of excellence in the school. There are examples of excellent practice that are worthy of wider dissemination. For the school to be outstanding overall, the quality of its boarding provision and care should stand out from that of other schools, and outcomes for boarders should be exceptional.
- The experience of boarding enables boarders to make excellent progress in their educational, personal, social and cultural development. Boarders' confidence and independence grow strongly. Boarding equips them with every opportunity to achieve their full potential and make a success of their future lives.
- Safeguarding arrangements stand out as highly effective. Leaders have created a culture of vigilance where boarders' welfare is actively promoted. Their physical and emotional health and well-being are exceptionally well cared for and they appear confident and happy.
- There are excellent relationships between the young people themselves and with the staff who look after them. Boarders are happy and fulfilled: they make an exceptionally positive contribution to and can influence the development of their boarding experience.
- The school offers an extensive choice of age-appropriate, interesting and high quality activities for boarders, extending through the weekends for full boarders, which enables them to acquire and/or develop their knowledge, skills, interests and enjoyment.
- Boarders' health, safety and well-being are exceptionally well cared for.
- The high quality provision is managed in an exceptionally efficient, effective and imaginative manner to meet boarders' needs first and foremost. The facilities and accommodation are very well maintained. Senior staff routinely monitor practice and use the information to drive forward continuous improvement. Boarders' needs and views are central to all aspects of how the boarding house operates and develops its practice. A highly effective and well-established programme of professional development helps staff to constantly develop their knowledge and understanding of boarding and improve their practice.
- Boarders and their parents/carers express consistently very positive views about the quality of the boarding experience. Communication between staff and with the parents and is excellent.
- All the BSO minimum boarding standards are met in Part 9 are met.

Good (2)

- The quality of provision and care for boarders is good and makes a positive impact on the quality of their lives. The boarding experience enhances boarders' personal, social, cultural and educational development and prepares them well for adult life. Relationships at all levels are good.
- The consistently good quality of care meets the needs of boarders well. The varied programme of activities and events reflects the needs and interests of all boarders, including those who board full time, and promotes strong personal development.
- The safety of boarders is given high priority and there are effective procedures for safeguarding their welfare and promoting their good health and safety. Boarders say that they are happy and feel safe.
- The boarding provision is well organised and run efficiently for the benefit

<p>of the boarders. There are good facilities which are well maintained. An effective programme of professional development helps staff to improve their knowledge and understanding of boarding and their practice. There is a clear process by which boarders can contribute their views and see that they have made a difference in improving the boarding experience.</p> <ul style="list-style-type: none"> ■ The school maintains clear, regular and informative communication with parents and carers who express positive views about the quality of their children's boarding experience. ■ All the BSO minimum boarding standards are met in Part 9 are met.
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ The school meets its duty to safeguard boarders. The quality of care is inadequate in no major respect and does not put boarders' health, safety or well-being at risk but there are aspects of the provision which require improvement to fit the descriptors for 'good'. ■ Where BSO minimum boarding standards are not all fully met, the weaknesses do not put boarders' safety, health or well-being at risk. ■ Boarders do not make enough progress in their personal, social, cultural or moral development as a result of their boarding experience. ■ Leadership and management of boarding are not good because they have not ensured that all standards are met and the experience of boarding for pupils requires improvement to be judged 'good'.
<p>Inadequate (4)</p> <p>The overall quality, effectiveness and impact of boarding is inadequate if:</p> <ul style="list-style-type: none"> ■ Safeguarding and care of boarders are poor. They are unsafe and/or unhappy. Supervision is inadequate leaving boarders at potential risk of harm. ■ The provision is poorly managed. Leaders do not identify weaknesses or understand how to improve practice; action to tackle areas of weakness is ineffective. Boarders are left to their own devices and there is not enough for them to do that meets their needs and interests. ■ Boarders and/or their parents or carers express concerns which are justified and about which the school has not taken effective action. ■ There are significant weaknesses and failures against the BSO minimum boarding standards which have a detrimental impact on the safety, development and well-being of the boarders and their enjoyment of the boarding experience.