



HANDBOOK FOR THE INSPECTION OF BRITISH SCHOOLS IN SPAIN

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1. The Basis for the inspection of British Schools in Spain

The authorisation of British schools in Spain is governed by Royal Decree 806/1993, which specifies that schools must satisfy the legal requirements laid down in the country of origin and that the education received by the pupils be officially valid for that country. The main purpose of inspection by NIS (NABSS Inspection Service) is to ascertain whether a centre should be recommended for authorisation or have its authorisation as a British school in Spain revalidated. To comply with the Spanish decree, the school must meet the standards laid down by the UK Government for British Schools Overseas (BSO). This includes having acceptable facilities and offering a British education of satisfactory quality based on the National Curriculum, taught by suitably qualified staff and using accepted methodology and teaching resources. Before authorisation can be granted by the Spanish authorities, satisfactory compliance with the decree has to be certified by the British Council's Director in Spain, who represents the principal agent for the Cultural Convention between the United Kingdom and the Kingdom of Spain.

The British Council's document '**Inspection, Accreditation and Authorisation of British Schools in Spain**' provides full details, but states, in summary:

Foreign schools in Spain are specifically regulated by Royal Decree 806/93. The Spanish authorities are responsible for entering them in the corresponding public register and, if applicable, granting them authorisation to operate. The Spanish authorities are likewise responsible for ensuring they meet all legal requirements (including health and safety and child protection). Accreditation by the British Council is one of the requirements that schools must meet in order to be eligible for entry in the official register and, if applicable, for authorisation. If an already approved school receives a negative report following an inspection, it is the Spanish authorities that withdraw its authorisation or amend or terminate its authorisation to operate. Participating schools are under the jurisdiction of the Spanish courts.

The British Council is the educational authority responsible for accrediting that a school operating in Spain provides formal British education and that the qualifications gained have official validity in the UK. The British Council only gives accreditation to schools that receive a positive report from the inspectorate following inspection of that school. To assure that the required standards are maintained, the British Council is responsible for ensuring that every school undergoes regular inspection and for issuing the pertinent certificate of accreditation after each inspection.

Therefore, inspectorates and support organisations (such as NABSS) are tasked with inspecting British schools in Spain. If the inspectorates give a positive recommendation to the British Council without having reviewed all the aspects included in the minimum standards established by the British Government, they will be held accountable by the Spanish and British authorities. NABSS and other inspectorates therefore undertake:

- 1. To work with the British Council to ensure the proper operation of British schools in Spain.*
- 2. To visit and inspect participating schools with due rigour and according to the standards established by the British Government for British Schools Overseas.*
- 3. To work with the schools to implement the improvement plans required to achieve a positive outcome.*

4. *To inform the British Council of the inspections carried out and of the outcomes of those inspections.*
5. *To submit the final report to the British Council for publication within a maximum of 1 month.*

Since 2010 British schools overseas have been able to opt for BSO accreditation by the Department for Education in the UK. They explain BSO accreditation as follows:

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

The intention is to inform parents of pupils in British Schools Overseas how standards measure up against the standards that apply to independent schools in England. Inspectorates approved by the DfE and monitored by Ofsted are available to inspect British schools overseas and produce inspection reports which are made available to parents and prospective parents. These reports will inform parents and prospective parents about the quality of provision within the inspected school, and its compatibility with independent schools in England. An essential element of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils’ achievements. By achieving UK inspection based approval, participating schools will be able to demonstrate that they provide a British education that has similar characteristics to an education in an independent school in England.

BSO accreditation covers the requirements for certification of schools in Spain by the British Council.

Processing authorisation in Spain.

In order to have a valid authorisation in Spain, British schools must apply to their regional educational authorities. The certificate issued by the director of the British Council is necessary for this application. Schools are **authorised** by regional authorities after **inspection** by NIS (or another recognised inspection service) and **certification** by the British Council.

School should not refer to themselves as being authorised by NABSS, or by the British Council and should not use the logos of either of these organisations in their publicity (Only NABSS member schools may use the NABSS logo).

2. The Nature of the different inspection options

2.1 Authorisation inspection by NABSS.

The authorisation inspection is designed to provide an objective report and recommendation to the British Council and the Monitoring Committee in order to fulfil the legal requirements for official authorisation and to support the development and improvement of the school. **In making judgments, inspectors will make use of the same criteria used for the accreditation of British schools overseas** (refer to section 8)

The inspection normally comprises a one-day visit by NIS inspectors. Lead inspectors are always accompanied by at least one team inspector and, as a general rule, one additional team inspector is assigned to schools with more than 800 pupils and two are assigned to schools with more than 1600 pupils. Sometimes extra inspectors may also be required for smaller schools, for example schools that are located on more than one site. Inspection visits can also be extended by a further day or half day, if this is necessary to complete the evidence gathering process.

Schools are at liberty to request that one member of the team be an inspector from a UK authorised agency, in place of one of the NIS representatives. The school is required to meet the extra expense generated by this replacement.

After the inspection visit the lead inspector sends a recommendation to the Director of the British Council and the Director issues the certificate recommending authorisation, if appropriate, for submission to the relevant Spanish authorities.

If the same inspection covers more than one school site, the school may request separate recommendations and certificates for each site. However, if school sites that are more than 30km apart independent inspection visits must be requested.

A report of approximately five A4 pages is sent to the school describing the main findings, the recommendation about authorisation and any suggested points for action. A copy of the report, with the evidence base, is forwarded to the Monitoring Committee. The actual evidence itself is kept by the inspectors concerned for a period of 12 months in case of appeals, after which it is destroyed. The Monitoring Committee has the right to call in such evidence if required. Once finalised, reports are published on the British Council in Spain's website.

Schools are inspected at least once every four years. The authorisation from the previous inspection will state clearly when the next inspection is due. However, if there is a significant change in the school's circumstances this may warrant a re-inspection. Such changes may include:

- Change of school premises.
- Expansion of the age range. This would apply, for example, if a school were to expand from Primary into Secondary between inspections.
- Major change to the curriculum or staffing which significantly affects the British nature of the school (a change of headship in itself will not necessarily warrant a re-inspection).

Schools are obliged to inform the monitoring committee of such changes.

When schools move to new premises or extend their facilities, a buildings-only inspection may be carried out (see 2.3).

If there were a significant number of parental or other complaints about the general performance of a particular school, these would be considered at a meeting of the Monitoring Committee. Should the Monitoring Committee consider that such complaints call into question the main findings of the previous inspection, and following discussion with the school concerned, the Monitoring Committee may consider an interim inspection necessary.

2.2 Buildings inspections

The option of a buildings-only inspection exists for cases where it is necessary to confirm that a new building or extension fulfils requirements. The recommendations that follow from these inspections cannot include year groups not already authorised or change the expiry date of current authorisation, but they can increase the number of pupils authorised for existing year groups.

When a buildings inspection is required this will focus on:

- The suitability of the accommodation and resources
- The space in relation to student numbers
- Specialist facilities
- Play areas
- Health and safety.

The inspection is carried out by one NIS lead inspector for a maximum of one day. After the inspection the school receives a brief report and a recommendation is sent to the British Council who will issue the corresponding certificate.

2.3.1 Initial authorisation for new schools

The British Council's document '**Inspection, Accreditation and Authorisation of British Schools in Spain**' provides full details on the procedure for newly created schools to acquire initial accreditation. However, in summary:

Schools wishing to be authorised for the first time must submit two copies of their application, one addressed to the Monitoring Committee, c/o British Council, Paseo General Martínez Campos, 31, 28010, Madrid, and the other (in digital format) addressed to BritishSchools@britishcouncil.es by 31 January (for schools intending to open in September of that year). Schools must use the standard forms for new school applications which are available on the website at www.nabss.org

All new applications must be accompanied by a recommendation from an inspectorate, such as NIS, (the inspectorates will indicate the requirements for issuing this report, **which may include a visit to the school**, an interview, review of the applicable documentation, etc.). Once this

recommendation has been received, the application should be submitted in both paper and digital format. The application will be submitted to the Monitoring Committee. Approval to process the application will require the Monitoring Committee's unanimous agreement that the project is viable.

Schools with this initial authorisation must then be inspected within their first year of operation.

2.3.2 Initial visit for new schools

Following an initial visit, the lead inspector should complete the appropriate written form giving his/her judgement, based on the evidence available, as to whether the school is similar in organisation, curriculum, management, staffing and pedagogy to an independent school in the UK, and whether it is likely to satisfy the criteria for authorisation, i.e. is it likely to be British?

The judgements will contribute to the normal inspection for authorisation if the inspector recommends that the school's application can proceed.

The inspector should inform the owner/head that it is not permitted to use the NABSS or BC logos at this point in the process.

KEY QUESTIONS

Accommodation:

- Does the size and layout of accommodation seem suitable for the numbers and age range proposed?
- Is the school meeting the local authority requirements? How do the owner and head know?

Curriculum:

- Are the available plans and policies suitable for the type of school and are they likely to help the school deliver the National Curriculum?
- Are the managers/teachers sufficiently familiar with their curriculum and the National Curriculum?
- How does the school propose to ensure National Curriculum requirements are met?

Staffing:

- Are the numbers, qualifications and deployment of staff appropriate for the age range and numbers of pupils?
- Are there a substantial number of teachers with UK qualifications and experience?
- Is the management structure likely to result in a well-managed school as you would expect in the UK?
- Is the proposed distribution of posts of responsibility sensible and convincing?
- What are the arrangements for CRB checks on staff?

OVERALL - how convinced are you that the school's plans, proposals, organisation and knowledge will make it likely that it will achieve authorisation as a British school on inspection

2.4 The option of BSO accreditation with NABSS participation.

British schools in Spain can apply for BSO accreditation via any of the registered BSO inspectorates.

Thanks to collaboration agreements between NABSS and two of the BSO inspectorates; Cambridge Education www.camb-ed.com and SIS www.schoolinspectionsservice.co.uk, schools who are members of NABSS have the option of applying for BSO accreditation and having NABSS inspectors included in the visiting team. These would provide local knowledge and understanding of the context of British schools in Spain.

Both Cambridge Education and SIS have approved a list of suitably trained NABSS inspectors who, on their request, will be selected by the NABSS inspection monitoring committee to participate in BSO accreditation visits.

Schools who wish to include NABSS inspectors in their BSO accreditation process should contact Cambridge Education or SIS directly and state this requirement in their application process.

Details of the BSO accreditation process can be found in the respective handbooks of the BSO inspectorates. The DfE standards for BSO accreditation can be found in the final section of this handbook.

3. Inspection processes in detail

3.1 Authorisation inspections

3.1.1 Application for inspection

Schools needing re-authorisation should apply for inspection using the application form on the NABSS website. Applications should be submitted at least one term prior to the inspection being due. On receiving an application NABSS will invoice the school and assign an inspection team. The lead inspector will contact the school to agree the dates for the inspection visit.

The Monitoring Committee keeps records of the dates by which inspections are due. Schools due for an inspection in the period from July to December receive a reminder letter from British Council before the summer of that year. Schools due for an inspection in the period January to June receive a reminder letter in December.

The British Council will send a warning notice to any school that has exceeded three months since last their inspection was due. This letter requires the school to apply for inspection immediately and states that the British Council will inform the Spanish education authorities if a full school year has passed since the school was due for an inspection. If an extension of authorisation is needed before being inspected, schools must send a letter of application to the British Council stating the reasons for wanting to delay the inspection. Extensions need to be approved by Monitoring Committee before being granted and need to be justified adequately.

3.1.2 Prior to the inspection

Schools will be told by the lead inspector how and when to submit the necessary information. The following documentation is required approximately one month before the inspection:

- The completed pre-inspection forms (refer to section 9)
- Class and staff timetables, relevant to the inspection
- Action plan after last report, if relevant.

In addition to this, the following should be made available either prior to the inspection or on the inspection day:

- Legal documentation confirming the ownership and status of the school
- Outline of school self-review processes, where available, and a copy of the School Development Plan
- List of recent staff development
- Examination results data
- Copies of essential policies (including, curriculum, health and safety, safeguarding and child protection, behaviour and anti-bullying, complaints procedure)

3.1.3 The inspection visit

The inspection lasts at least one whole day, including one hour before and after the normal school day.

The inspectors need to visit the whole site, observe as many classes as possible (usually for 20 minutes per class), and speak with some staff and pupils. The lead inspector and the Head Teacher should agree the timetable of the visit.

The visit ends with verbal feedback to the Head Teacher and, if appropriate, the owner or other members of the management team.

The school is required to give full co-operation to the visiting inspectors before and during the visit.

The standard range of evidence includes:

- Statement of ownership of school (e.g. private owner, co-operative etc.)
- A curriculum analysis defining subjects taught, periods, group sizes, options, setting etc.
- Staff qualifications and deployment
- Recent staff development
- School development plan, where available
- Sample schemes of work
- Sample policies in key areas
- Review of facilities and key resources
- Sampling of children's work

- Discussions with staff and pupils
- Classroom observation.

Documentation to be available during the Inspection

- School policies (assessment, discipline, special needs, etc.)
- Sample schemes of work from each key stage and secondary department
- Samples of pupils' work, at least at each key stage in the core subjects
- Staff Handbook, where available
- Staff job descriptions
- Samples of assessment, recording and reporting to parents
- Statement of procedures for health and safety
- Statement confirming that staff are subject to criminal record checks
- The school policy on dealing with complaints.
- Any other information which the school feels would help inspectors know the school better.

3.1.4 Inspection outcomes

The inspectors will report orally to the head teacher/owner at the end of the visit on the key findings and the recommendation to be made.

The possible outcomes are as follows:

Authorisation:

Where the school fulfils all the essential criteria, **authorisation can be given for any appropriate length of time up to a maximum of four years**. Where a period of less than four years is authorised, it may be because the school intends to introduce significant changes, such as expansion into new year groups, or because the recommendations for action contained in the inspection report need to be addressed more urgently.

Requirement of an action plan prior to authorisation:

In some cases immediate changes may be necessary before any recommendation for authorisation can be made. Schools will be required to provide a written action plan and there may be the need for a further follow up visit as well (refer to 3.1.7).

No Authorisation:

Where the failings of the school are so serious that an action plan is not sufficient to address them, no authorisation will be granted.

The inspection outcome may be different for different sections of the school or different sites.

Occasionally the inspectors may choose to consult the Monitoring Committee before confirming the outcome, in which case the school will be informed within a week of the inspection.

3.1.5 After the inspection

Recommendation

Once the inspection report is finalised, the lead inspector will submit a letter of recommendation about authorisation to the Director of the British Council, Spain, who will issue a certificate accordingly to the school concerned.

3.1.6 The inspection report

The lead inspector is responsible for writing up the report and communicating judgements and findings to the school, the Director of the British Council, Spain, and the Monitoring Committee. These judgements and comments are based on the inspection criteria (see section 8). The introduction to the report provides a brief history of the school, defines its special characteristics, and the purpose of the current inspection. The main body of the report includes the team's findings and judgments in the following areas:

- Accommodation and Resources
- Health, Safety and Welfare
- Staffing
- Curriculum
- Teaching, Learning and Assessment
- The spiritual, moral, social and cultural development of pupils
- Leadership and Management

Reference is also made to any previous report and recommendations.

The final section of the report contains recommendations for improvement to the school and the official recommendation for authorisation to the British Council. The official recommendation is summarised on the cover page of the report. In the recommendations to the school, a distinction is drawn between those which must be met for continued authorisation and incorporated into an action plan, and those which are for the school to consider as part of its development.

Shortly after the inspection visit, the lead inspector sends the first draft of the report to the external reader for editing. The edited draft is then sent to the school in order to check matters of factual accuracy. Within one month of the inspection visit, the final report is sent to the school concerned, the Monitoring Committee, and the Director of the British Council, Spain. The report will be published on the British Council's website. It will also be made available at the appropriate time to the members of the revisiting inspection team.

The school should ensure that the staff and parent body have access to the report, in its entirety. The school must not use any part of the report for publicity purposes.

3.1.7 Action plans and follow up

In cases where a school, or a section of a school, cannot be recommended for authorisation the lead inspector will specify the action points required. The school will be required to submit a written action plan within one month of the inspection visit.

If the action plan is satisfactory the lead inspector then sends the corresponding recommendation for temporary authorisation to the Director of the British Council.

Sometimes a follow up visit is necessary. This takes place within a year of the original inspection and consists of a re-visit by the lead inspector to check on the implementation of action points. In this case, on receipt of the action plan, the recommendation for authorisation is valid only until the date of the visit and a second recommendation is submitted after the visit.

Sometimes the follow up visit can be substituted by the submission of documentary or photographic evidence.

If the action plan or the findings from the follow up visit are unsatisfactory, according to the judgment of the lead inspector, the case will be considered by the Monitoring Committee who will make recommendations for further action and follow up, or recommend that the school does not proceed with British authorisation.

4. The Monitoring Committee

The NABSS Inspection Monitoring Committee comprises two NABSS members (who are trained inspectors elected from the National Executive Committee) and an independent member with significant experience of UK inspections.

The two NABSS members share responsibility for the administration of inspections, drawing up the programme of inspections and allocating teams, organising the training and support of inspectors and the development of the inspection system. They are supported by the independent member who provides advice, training and quality assurance.

In the event of a NABSS member relinquishing this position during the term of office, the Executive Committee will co-opt a suitably qualified replacement.

The Monitoring Committee produces an annual report on inspections and will review the system on a regular basis.

The Monitoring Committee may access all reports and recommendations and the evidence base for inspections.

The members of the NABSS Inspection Committee represent NABSS on the national Inspection Monitoring Committee which is chaired by the British Council in Spain, and includes representatives of all of the BSO inspectorates that work with schools in Spain.

This committee meets at least twice each year to:

- Oversee the compliance of all British schools in Spain with inspection and certification requirements.
- Decide on the approval of new school applications
- Consider action points or action plans and monitor schools' responses, where appropriate
- Deal with any complaints.
- Conduct appeals.
- Decide on any further action (e.g. follow-up visits).
- Bring forward inspections when there is evidence of concern that standards have deteriorated since the last inspection.

5. The selection of inspectors and teams

The Monitoring Committee compiles a list of registered NIS inspectors. They are senior staff who have:

- Been employed previously as inspectors by a recognised UK agency, and/or
- Participated in approved NIS training for inspectors.

5.1 Training and mentoring of NIS inspectors.

New inspectors

All NABSS member schools are informed when training opportunities for new NIS inspectors are available. An initial selection is made on the basis of brief CVs submitted by candidates. Potential inspectors should have significant senior management experience.

Training is carried out by approved trainers from the UK and consists of a two or three day programme. Inspectors are observed during this training and their performance must be satisfactory in order to gain approval.

When new inspectors are assigned their first inspection they are accompanied by an experienced NIS lead inspector, who acts as mentor and submits a mentor report to the monitoring committee.

Lead inspectors

The Monitoring Committee organises additional training for lead inspectors according to need. NIS team inspectors are selected for this training. Normally they will have participated in at least five inspections as team inspector. The training is a one-day programme.

New lead inspectors are accompanied on their first inspection, as lead, by an experienced inspector who acts as mentor and prepares a mentor report. The Monitoring Committee then decides if the inspector should be mentored for a second inspection or may start to take full responsibility for inspections.

Preparation for BSO accreditation inspections

Further training for experienced lead inspectors, to prepare them for participating in BSO inspections, is also organised regularly by the Monitoring Committee.

6. Code of conduct

For all inspections, inspectors will adhere to a code of conduct outlined below:

Inspectors are expected to:

- evaluate objectively, be impartial and have no previous connection which could undermine their objectivity;
- report honestly and fairly, ensuring that judgements are accurate and reliable;
- carry out their work with integrity, treating all those they meet with courtesy and sensitivity;
- do all they can to minimise stress of those involved in the inspection, and act with their best interests and well-being as priorities;
- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly; and
- respect the confidentiality of information, particularly about individuals and their work.

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

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

7. Complaints

Complaints about the conduct of an inspection should be sent to the British Council representative for consideration by the Monitoring Committee. The Monitoring Committee will respond to the complaint within a period of one month.

The complaints procedure

We hope to carry out most of our work smoothly and professionally. However, we know that occasionally people may have concerns about the findings of inspections or the conduct of inspections. We take such concerns seriously and we endeavour to eradicate problems in our systems. If you have a concern or complaint, this document explains what to do.

We undertake to:

- handle complaints speedily, take action where necessary and keep people informed;
- treat people with courtesy and fairness;
- investigate complaints thoroughly;

- handle complaints in a fair and even-handed way;
- respond in full to all the issues raised;
- keep confidential the identities of the complainants and those complained about;
- where appropriate, improve our systems to prevent the recurrence of the causes of complaint.

We will investigate any complaint rigorously and deal with issues as quickly as possible. We will admit we are mistaken if the facts clearly prove this. However, we will not change our judgements because they are unpopular, because improvements are promised at some time in the future or because of developments after the inspection.

Sorting out concerns informally

We encourage anyone involved in an inspection to raise any concerns as soon as possible so that they can be dealt with while the inspection is taking place. You should speak to the lead inspector who will do all he/she can to sort out matters raised. If you feel inspectors have ignored significant evidence, you should raise this as early as possible so that inspectors can sort the matter out informally before the end of the inspection.

Making a formal complaint

If you feel the matter has not been sorted out, you may decide to make a formal complaint. Complaints could be about our administrative processes, evidence or judgements on the inspection, the conduct of inspectors, or a combination of these.

You may make a complaint at any stage during an inspection or up to 30 calendar days from the date the report is issued. We may delay issuing a report while we investigate a complaint.

You should address complaints to The Monitoring Committee, c/o Ms Raquel Fernandez, British Council Education Services, Paseo del General Martinez Campos, 31 28010 Madrid. You must make a complaint in writing. It is important that we have all the information with all the points you want us to consider. You must give your reasons for the complaint clearly with the main areas of concern set out and supported by evidence or examples. The Monitoring Committee will carry out an investigation. You will be sent an acknowledgement within 7 working days of us receiving the complaint. We will reply and try to answer all your concerns within 30 working days. If we cannot answer concerns within this time, we will keep you informed about when you will receive a response.

Appeals

If you are not satisfied with the way we handled the complaint, you may appeal to the Independent Adjudicator. The Adjudicator will look at conduct and procedure, including how the complaint has been handled, but cannot change the professional judgements made by inspectors. You can appeal to the Adjudicator within one month from the date of our letter of response to the complaint.

8. Criteria for evaluation (aligned to the criteria for accreditation of British schools overseas)

8.1 Accommodation and Resources

Accommodation:

Inspectors must evaluate:

- the extent to which the school provides accommodation in which pupils and staff are safe and comfortable
- the extent to which the accommodation allows the creation of suitable learning environments for all age groups and areas of the curriculum
- how far the school provides access to teaching resources which enable the delivery of the curriculum, and are sufficiently varied and stimulating

Inspection criteria:

- are classrooms adequate in size, suitably lit, and suitably furnished for each age group?
- is provision of other essential accommodation, such as dining, changing and toilet facilities, adequate for each age group? *(such as: suitable toilet facilities for the sole use of pupils, in sufficient quantity; separate toilet facilities for boys and girls aged 8 years or over, except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; suitable changing facilities when pupils are required to change for physical education.)*
- are there sufficient specialist facilities, where appropriate, to cover specific curricular requirements: laboratories, computer suites, creative workshops, indoor and outdoor sports facilities, library, etc.?
- is suitable outdoor space provided for pupils to be able to play outside and to enable physical education to be provided to pupils in accordance with the school curriculum?
- are there suitable outdoor recreation areas and provision for the outdoor curriculum in Foundation Stage?
- does accommodation allow staff to carry out all essential aspects of their role as educators, such as rooms for preparation and meetings?
- are the school premises maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured?

Characteristics of good accommodation:

Accommodation is good or outstanding if, in addition to complying with all basic expectations, the areas in which learning takes place are especially well designed or attractive, creating learning opportunities which would not otherwise be available or which allow an exceptionally stimulating environment to be created. There is full access for pupils with disabilities, or every effort is made to ensure that the accommodation is as accessible as possible to all.

Characteristics of satisfactory accommodation:

The indoor and outdoor spaces in which learning takes place are safe and adequate in size and shape, considering the numbers of pupils for which they are used. They are suitably furnished for the use that is made of them. No restrictions are placed on normal learning activities as a result of any factors related to the accommodation, including access to specialised accommodation for practical subjects and sports. There is sufficient space inside and outside for the Foundation Stage pupils to move freely and engage in practical activities. All essential domestic requirements are adequately catered for e.g. recreation areas, toilets, facilities for eating etc.

Accommodation cannot be satisfactory if:

The size, shape or any other characteristic of the physical spaces result in their being unsafe or create restrictions in the delivery of the curriculum or the effectiveness of teaching and learning. In deciding whether accommodation is satisfactory, the numbers of pupils in individual classes and in the school as a whole should be taken into account.

Resources:

Inspection criteria:

- are there sufficient good quality printed resources to support curricular provision, differentiation and assessment?
- are there sufficient good quality practical resources to allow “hands on” learning, particularly in areas such as science, art, music, mathematics and sports?
- is there sufficient good quality software and hardware to allow IT skills to be taught and to enable the use of ICT as a teaching tool across all subjects?
- is there provision for independent learning and research, such as library facilities and access to the internet?
- are there sufficient opportunities to use the school environment and off-site to enhance learning?

Characteristics of good resources:

Resources are good or outstanding if they enhance learning by creating opportunities for activities which are especially stimulating, allow the curriculum to be broadened and enriched or offer good provision for independent research. Plenty of high quality resources are available to meet all the demands of the curriculum in all subject areas. They are managed efficiently.

Characteristics of satisfactory resources:

Teachers and pupils have sufficient access to adequate resources to allow the effective delivery of the curriculum. This should include resources to enable practical work, when this forms an essential part of the teaching, and sufficient resources to allow assessment and differentiation to take place.

Resources cannot be satisfactory if:

The quantity or range of available resources causes significant limitations on the delivery of the curriculum or result in the provision of inadequate learning opportunities. These limitations could apply to the range of learning activities, such as practical work, the use of electronic resources, outdoor learning, or differentiated and personalised learning. The poor provision of resources significantly hinders pupils' learning. Learning resources are insufficient for many pupils, and are old and/or poorly used.

8.2 Health and Safety and Welfare

Inspectors must evaluate:

- having regard for the number, age and needs of pupils, the extent to which the school buildings and school environment are fit for purpose with regard to the health and safety of the pupils.
- whether effective arrangements are made to safeguard and promote the welfare of pupils at the school taking into account the local context.

Inspection criteria:

- is the school accommodation safe?
- is a written health and safety policy drawn up and effectively implemented, and which ensures relevant Spanish laws are complied with?
- is there compliance with fire standards and are there procedures for evacuation?
- is first aid administered in a timely and competent manner by the drawing up and effective implementation of a written first aid and accidents policy?
- does the school have a written behaviour policy that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour, and does the school promote good behaviour amongst pupils?
- is bullying at the school prevented in so far as reasonably practicable, including by the drawing up and implementation of an effective anti-bullying strategy?
- does the school have a written safeguarding and child protection policy, which is effectively implemented?
- does the school take measures to ensure that the adults who are employed to work with children are suitable? (*including having checked each staff member's identity and qualifications, and having ensured that criminal record checks have been carried out for all staff?*)
- is the school environment safe and has the school carried out suitable risk assessment?
- are pupils properly supervised through the appropriate deployment of school staff?

8.3 The curriculum

Inspectors must evaluate:

- the relevance of the curriculum to the needs of individuals and groups of pupils and its impact on outcomes
- if the curriculum is clearly based on the Early Years Foundation Stage Curriculum and the English National Curriculum
- whether the curriculum is broad and balanced, and fulfils requirements of the Spanish curriculum and the English National Curriculum

Inspectors should assess the extent to which:

- the school has a curriculum policy set out in writing and supported by appropriate plans and schemes of work, and implements it effectively;
- the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with special educational needs;
- there is full-time supervised education for pupils of compulsory school age;
- the curriculum gives pupils of compulsory school age experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- the curriculum takes account of curricula and external examination accreditation commonly used in schools within the UK, in a manner that enables pupils to enter, or re-enter the UK educational system at an appropriate level;
- the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with learning difficulties and/or disabilities;
- the policies enable pupils to acquire skills in speaking/listening/literacy/numeracy;
- the principal language of instruction is English;
- adequate time is provided for both English and Spanish subjects;
- where pupils have been identified as having learning difficulties and/or disabilities, or where pupils have been identified as more able, the curriculum provided meets their needs;
- the school provides personal, social and health education which reflects its aims and ethos, encourages respect for other people and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- where the school has pupils under the age of 5, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

- where the school has pupils over the age of 16, a programme of activities which is appropriate to their needs;
- the school provides appropriate careers guidance for secondary age pupils;
- the curriculum provides the opportunity for all pupils to learn and make progress; and
- the school prepares pupils for the opportunities, responsibilities and experiences of adult life.

Characteristics of an Outstanding Curriculum

The curriculum and other activities are at least good in all or nearly all respects and are exemplary in significant elements. The curriculum is directly relevant to pupils' needs and enables them to make exceptionally good progress, particularly in their basic skills. Pupils receive well-judged advice and every assistance to make important choices and to prepare very well for the next stage in their lives. Schemes of work show plans to challenge the most able as well as to support those with special needs, and there is clear progression in the activities planned for year groups. There is a rich and varied programme of extra-curricular activities, off-site visits and visiting speakers to the school, including an evening and weekend programme, where relevant, for boarders. The impact of the wider curriculum is that pupils are helped to become well-rounded individuals who are knowledgeable about a wide range of issues, and able to develop and pursue new interests to a high level.

Characteristics of a Good Curriculum

The school's curriculum provides well-organised, imaginative and effective opportunities for learning and a broad range of experiences in English and Spanish, which contribute well to the pupils' development and well-being. The curriculum is adjusted effectively to meet the needs of most groups and a range of pupils with highly specific needs. Therefore, the great majority of pupils make good progress, are well served by the curriculum and no group is ill-matched to what is provided. Cross-curricular provision, including literacy, numeracy and ICT, is mainly good and there is nothing that is inadequate. Enrichment opportunities are varied, have a high take-up across most groups of pupils, and are much enjoyed.

Characteristics of a Satisfactory Curriculum

The curriculum is adequately matched to pupils' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their starting points. Planning is sufficiently detailed to provide pupils with experiences in a broad range of areas of learning as well as their personal and social development. It takes account of pupils' individual needs and ages and enables them to make at least satisfactory progress in their learning and acquisition of basic skills. Provision for potentially vulnerable pupils is satisfactory. Cross-curricular provision, including literacy, numeracy and ICT, is at least satisfactory. Some features of the curriculum may be good.

The curriculum is not satisfactory if:

The curriculum has significant shortcomings in meeting the needs of pupils, or particular groups of pupils, and makes insufficient contribution to their learning, enjoyment, well-being or development. As a result, pupils do not progress as well as they could. There is weak provision for basic skills. There is no clear indication of progression in the activities planned for succeeding year groups.

8. 4 Staffing

Inspectors must evaluate:

- the quality of staffing
- the effectiveness of staff deployment
- the quality and effectiveness of staff development
- the impact of staffing on school performance

Inspectors should assess:

- the appropriateness of the staff's qualifications and experience to the needs of the school and its pupils;
- the extent to which the school has achieved good staff retention;
- the effectiveness of staff deployment , taking into account their experience, knowledge and skills;
- the extent to which the school creates opportunities for Spanish and British staff to work together on curricular and pedagogic issues;
- the extent to which the school enables staff to contribute directly to school development;
- the quality and range of professional development and its impact on children's learning and attainment; and
- the extent to which the school supports staff in carrying out their responsibilities.

Characteristics of good Staffing

Staff are very well qualified and experienced. They are deployed to make best use of their knowledge, skills, and experience. Leadership offers high quality professional development, focused on the children's needs. There are good opportunities for staff to contribute to the school's development. Leaders offer close support to staff in their teaching and in their dealings with parents.

Characteristics of satisfactory Staffing

Staff are qualified and have relevant experience. There is a professional development programme and there are some opportunities for staff to contribute to the school's development. Leaders offer satisfactory support to staff.

The staffing is not satisfactory if:

A significant number of staff are unqualified or teach subjects for which they are not trained. There is no professional development and no opportunities for staff to contribute to the school's development.

8.5 The quality of teaching, learning and assessment

Inspectors must evaluate:

- the quality of teaching
- how well pupils learn
- the quality of assessment of pupils' work and progress
- whether teaching, learning and assessment equip pupils with the knowledge and skills necessary to enter, or re-enter the UK educational system at an appropriate level

The quality of teaching

Teaching should be judged in relation to how effectively it promotes learning. The teaching at the school should enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.

Inspectors assess the extent to which teachers:

- show good knowledge and understanding of the subject or area of learning being taught;
- plan effectively with clear learning objectives and suitable teaching strategies and activities;
- interest, encourage and challenge pupils;
- foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- insist on the use of English in all lessons, except languages and the obligatory Spanish subjects;
- use effective teaching methods and resources of an adequate quality, quantity and range that enable pupils to learn effectively;
- use time effectively so that class time is managed wisely and insist on high standards of behaviour;
- make effective use of teaching assistants and other support;
- where appropriate, use homework effectively to reinforce or extend learning;
- show a good understanding of the aptitudes, cultural background, needs (including the needs of EAL learners) and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons; and
- encourage pupils to behave responsibly.

Characteristics of good Teaching:

Pupils make good progress and achieve well. Teaching methods lead to a high level of interest from most pupils. Adults relate well to pupils and expect them to work hard. The level of challenge is realistic and pupils are productive. Teachers understand the next steps pupils need to take in their learning.

Characteristics of satisfactory Teaching:

Most pupils' learning and progress are satisfactory. Teachers have a secure understanding of the curriculum and the teaching of skills. They seek to make the work interesting and involve pupils productively. Pupils understand what they are expected to do and tasks have sufficient challenge to keep them working. Relationships are constructive. Assistants are managed adequately and are effective. A well-ordered atmosphere is maintained.

Teaching is not satisfactory if:

A significant proportion of pupils makes limited progress and underachieves. Teaching is dull and fails to capture pupils' interest. Greater effort is exerted on managing behaviour than on learning. Some pupils find it hard to cope because of limited attention to individual needs. Lack of subject knowledge results in patchy coverage. Pupils' efforts are accepted too readily and this slows progress in learning. Teaching assistants provide an extra pair of hands, but are not used effectively to support learning.

Learning

Inspectors assess the extent to which pupils acquire, reinforce, extend or apply knowledge and skills, develop ideas and increase understanding. To do this, **inspectors should:**

- relate what is being done to work done previously. There will be times when teaching consolidates learning, but in many lessons there will be new learning so pupils can make progress at the rate expected for their age and capability.
- in lessons, assess whether a reasonable amount has been covered and judge whether the pupils have learned enough. Look at their work and teacher's records to judge coverage in the longer term, taking account of their starting points.

Inspectors need to talk to pupils to assess their knowledge and understanding to see whether they:

- can explain clearly what they have learned;
- can think through ideas and explain their own thinking;
- can apply what they have learned to new situations;
- understand how current learning relates to previous work;
- show a desire to learn; and
- show application and concentration, and are productive.

Inspectors need to assess:

- whether pupils make sufficient effort and whether the effort is worthwhile in relation to what is learned;

- to what extent they concentrate and work to capacity. Inspectors should judge whether the challenge is sufficient, but realistic for all pupils;
- whether the teaching enables pupils to acquire new knowledge, and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught; and
- whether the teaching encourage pupils to apply intellectual, physical or creative efforts and to show interest in their work and to think and learn for themselves.

Inspectors should observe whether pupils:

- work intently or are easily distracted;
- consistently produce work of a good standard or are easily satisfied with untidy or incomplete work; and
- use English at all times in the UK curriculum and the target language in modern foreign language lessons or Spanish subjects.

Good teaching encourages pupils to manage their own time well and to complete work in the time available.

The quality of teaching must be judged first and foremost in terms of its effect on learning. Effective teaching ensures that every pupil succeeds. It requires methods that engage pupils in productive learning, the imagination to make learning vivid and relevant, and the skill to build on what pupils know and to evaluate how well they are achieving.

The criteria for teaching above reflect important characteristics of successful practice. They should inform judgements about the quality of teaching, but should not be used as a checklist. Inspectors should use the criteria to help identify strengths and weaknesses in teaching and learning.

Judgements about the quality of teaching and learning must arise from the evidence about how well pupils are achieving. Judgements should be clear: it is not acceptable to simply stat that “teaching ranges from satisfactory to very good”.

Assessment

Assessment should provide the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds on what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Inspectors should assess:

- to what extent teachers assess pupils’ work thoroughly and constructively;
- how well teachers use assessment to inform their planning and target-setting for individuals and groups;
- whether pupils understand how well they are doing and how they can improve;

- whether there is a framework in place to assess pupils' work regularly and thoroughly and information from such assessment is utilised to plan teaching so that pupils can make progress;
- whether the school has in place a framework by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents and/or by norms derived from externally accredited examinations;
- whether an annual written report of each pupil's progress and attainment in the main subject areas taught is provided to the parents of that pupil.

Characteristics of good Assessment:

Marking helps pupils improve their work and gives teachers detailed information about their knowledge and understanding. Challenging targets are set for all.

Characteristics of satisfactory Assessment:

Work is marked regularly and pupils are aware of the overall quality of what they have done. Teachers know what pupils have achieved and base their plans on this information.

Assessment is not satisfactory if:

Insufficient use is made of assessment in planning pupils' work. Targets set for most pupils are too easy, too hard or too general. Marking does little to help pupils.

Achievement

Inspectors must evaluate how well pupils achieve in each stage based on the progress they make and the standards they reach, highlighting:

- relative strengths and weaknesses in different areas and subjects and
- achievement of different groups and assessing where appropriate:
- how well the school is doing in relation to its targets and
- how well the school analyses how pupils perform.

Achievement refers to all the knowledge, skills and understanding developed through the school within and beyond the formal curriculum.

Assessment of pupils' progress should be based on first-hand evidence, and data from teachers' assessments and tests. Inspectors should always consider whether pupils are being challenged enough. Use evidence from samples of work, direct observation in the classroom and discussion with pupils and teachers.

Achievement is not satisfactory if:

- progress is patchy;
- particular year groups are not sufficiently challenged;
- there are signs of underachievement among groups of pupils; and
- pupils' grasp of English, mathematics and ICT significantly limits progress in all areas of the curriculum

8.6 The spiritual, moral, social and cultural development of pupils

Inspectors must evaluate:

- how well pupils' attitudes and values are being developed; and
- the quality and effectiveness of the school's provision for the spiritual, moral, social and cultural development of its pupils taking account of the needs of a diverse student body

assessing the extent to which pupils:

- show interest in their work and other aspects of school life;
- behave well in lessons and about the school;
- are willing to take responsibility;
- are free from bullying, racism and other forms of harassment;
- form constructive relationships with others;
- have confidence and self-esteem; and
- behave responsibly, show initiative and understand how they can contribute to community life.

and assessing the extent to which the school:

- can provide a clear statement of its ethos (including any religious ethos) and aims;
- stimulates in pupils a desire to learn;
- sets high expectations for pupils' conduct and successfully implements policies to achieve them;
- promotes good relationships;
- deals effectively with bad behaviour, bullying, racism and other forms of harassment ;
- provides pupils with a broad general knowledge of the responsibilities of citizenship in the host country, the UK and internationally;
- enables pupils to develop their self-knowledge, self-esteem and self-confidence;
- enables pupils to distinguish right from wrong and to respect the law;
- assists pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions; and
- promotes a general knowledge and understanding of modern British life including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights
- encourages respect for democracy and support for participation in the democratic processes precludes the promotion of partisan political views in the teaching of any subject and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

Characteristics of good Attitudes and Behaviour:

Pupils like school and take full part in what it offers. They are normally interested in or excited by their work and are keen to do as well as they can. They behave well in and around the school and are willing to undertake work on their own accord. Playtimes are friendly and safe.

Characteristics of satisfactory Attitudes and Behaviour:

Most pupils like school. They willingly cooperate with teachers and other adults and take part in activities. They work independently and in groups. Behaviour is good though a few may be boisterous in class or at playtimes.

Attitudes and Behaviour are not satisfactory if:

A significant number of pupils are anxious about or indifferent to school. Some pupils are bored or unwilling to work hard. Poor behaviour by a minority has a detrimental effect on others. Playtimes are safe, but may be rowdy and some pupils pay little regard to the needs of others.

8.7 Leadership and management of the school

While a school should have a management structure that is recognisable as similar to what would be common in good schools in the UK, it is very important that the quality of the leadership and management and its impact on teaching and learning is also assessed.

Leaders and managers must fulfil their responsibilities effectively so that the required standards are met consistently and so that the well-being of pupils is actively promoted.

Inspectors must evaluate:

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

Inspectors assess the extent to which:

- leadership shows clear vision, a sense of purpose and high aspirations for the school;
- strategic planning reflects and promotes the school's goals;
- leaders inspire, motivate and influence staff and pupils;
- leaders create effective teams;
- leadership is knowledgeable and informed about teaching and the curriculum; and
- management is effective.

Inspectors assess the extent to which:

- the leadership of the school provides clear educational direction, as reflected in the quality of education, the care of pupils, and the fulfilment of the school's aims and ethos, and there is a positive relationship between the headteacher/senior staff and the school's governing body (where one exists) or board of management;
- the school undertakes rigorous self-evaluation and uses the findings effectively;
- the school monitors performance and takes appropriate action;
- the performance management of staff is thorough and effective in bringing about improvement;
- there is a commitment to professional development for staff;
- the recruitment, retention and deployment of staff are well managed, and support staff are deployed to make teachers' work more effective; and
- the proprietor/governing body is successful in securing, supporting and developing sufficient high quality staff and ensuring their suitability to work with children.

The quality of leadership, supported by efficient management, is central to the effectiveness of a school. Do leaders and managers create an effective and improving school where pupils are eager and able to learn? Inspectors must evaluate effect rather than intention and make sure their judgements make sense when set against the standards achieved by pupils and the quality of the provision.

Inspections should focus on:

- how well the school is led, the effect of leadership on the quality and standards of education across the whole school;
- the effectiveness and impact rather than the style of leadership;
- how far the school is aware of, and acts upon its strengths and weaknesses;
- the school's commitment to improvement and the professional development of its staff ;
- whether the proprietor/governing body provide appropriate policies and procedures, review them for effectiveness, and ensure sufficiency of resources through robust financial management; and
- whether the management of the school provides opportunities for regular staff appraisal or professional development reviews.

Some key questions are:

- What do leaders do?
- Do managers lead by example?
- What strategies do they use to bring about changes?
- What are the effects on quality and standards?
- How do people respond?
- Is management at all levels successful in identifying priorities for improvement, planning to meet those priorities, and implementing decisions effectively?

Inspection is not simply about discovering the details of management arrangements, but about looking at management in action and judging its effect. To do this, inspectors need to rely less on what people in schools say and more on observing what they do and how well they do it.

Characteristics of good leadership:

Leadership gives a drive for improvement and a strong sense of direction. Staff share a common purpose and make an effective contribution to the school's goals. Relationships are productive and characterised by mutual respect. The school reviews its performance and evaluates systematically the quality of teaching, providing feedback and support. The standards it achieves compare well with those of similar schools.

Characteristics of satisfactory leadership:

Leadership is competent and committed and there are clear lines of responsibility. Staff reflect the school's aims and policies in their work. The school monitors its performance and tackles weaknesses. There are examples of effective teamwork among the staff. Leaders are respected. Standards are generally as good as schools in similar circumstances.

Leadership is not satisfactory if:

It has little effect. It lacks confidence or drive. It pays insufficient attention to teaching, learning and standards. It is complacent, insecure or insensitive. It does not face up to challenges and performance lags behind that of similar schools.

Characteristics of good management:

The school is well organised. All staff are clear about their roles and responsibilities, and have access to support. There is effective delegation of responsibility. Pupils' progress is monitored well and policies for behaviour, planning and assessment are reflected consistently across the work of the whole school. Management is supportive, with a strong focus on raising standards.

Characteristics of satisfactory management:

The school day runs smoothly. Procedures are clear and generally followed. The school has priorities for development, based on an analysis of performance. Improvements are implemented and monitored. There are appropriate approaches to professional development. The school is supportive to new teachers. Resources are deployed sensibly.

Management is not satisfactory if:

It is disorganised so that the school runs inefficiently. It inhibits the work of staff and the enthusiasm of pupils. Staff are unsure of their responsibilities. Policies are not applied systematically across the school. Performance review is not linked to improvement. There is a danger of standards slipping.

8.8 BSO Grade Descriptors

Early Years Provision

Outstanding

- All of the BSO standards are met in relation to the early years provision.
- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes, or maintain the highest levels of outcomes, for all children over a sustained period.
- Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.
- Safeguarding is effective.
- Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.
- Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home.
- A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- 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 accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.
- Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including pupils who have special educational needs and/or disabilities, are making substantial and sustained progress.
- Gaps between the attainment of groups of children have closed or are closing rapidly. Any gaps between areas of learning are closing.

Good

- All of the BSO standards are met in relation to the early years provision.
- There are no breaches of statutory welfare requirements.
- Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's achievement.
- Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.
- Safeguarding is effective.
- Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.
- The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.
- The quality of teaching is good.
- All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.
- Parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home.
- Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other.
- Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.
- Children make at least typical progress and most children make progress that is better than this from their starting points. This includes pupils who have special educational needs and/or disabilities. Children develop the key skills needed to make a positive start to the next stage of their education.
- Where children's starting points are below those of other children of their age, assessment shows they are catching up quickly. Any gaps between the attainment of groups and all children nationally, are closing.

Satisfactory

- All of the BSO standards may be met in relation to the early years provision, but the early years requires improvement because provision and outcomes are not good. Any un-met BSO standards in relation to the early years provision are minor, easily rectified and do not have a serious impact on children's welfare, health and safety, academic or personal development.
- There are no material breaches of statutory welfare requirements.
- The effectiveness of the early years provision is not yet good.
- Safeguarding is effective.

Inadequate

The early years provision is likely to be inadequate if any of the following applies.

- There are one or more un-met BSO standards in relation to the early years provision which have a negative impact on children's welfare, health and safety, academic or personal development, including the promotion of children's spiritual, moral, social and cultural development.
- Statutory welfare requirements are not met.
- Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective.
- The curriculum is too narrow. It does not offer a broad range of experiences that challenge children or promote their understanding of people and communicates beyond their own experience.
- Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and that their health and welfare are promoted.
- Safeguarding is ineffective.
- Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching that is not matched to children's needs.
- Information from assessment is not accurate and not used well enough to enable children to make the progress they should.
- Children's behaviour is not managed consistently. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders their learning and/or puts them and others at risk.
- Children, or specific groups of children such as pupils who have special educational needs and/or disabilities, do not achieve as well as they can. Many start Year 1 without the skills and knowledge they need.
- Low attainment of any group shows little sign of rising. Gaps between different groups show little sign of closing or may be widening.
- Strategies for engaging parents about their child's learning and development are weak. As a result, parents do not know what their child is learning or how they can help them improve.

Sixth Form Provision

Outstanding

- All of the BSO standards are met in relation to the sixth form provision.
- Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.
- Leaders plan, manage and evaluate programmes of study so that learners undertake highly individualised and challenging learning that builds on their prior attainment and prepares them very well for future employment.
- High quality impartial careers guidance ensures learners follow programmes of study that build on their prior attainment and enables them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.
- Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.
- Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.
- Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.
- Throughout the time spent on their programmes of study, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.
- Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their programmes of study, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.

Good

- All of the BSO standards are met in relation to the sixth form provision.
- Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners' retention, progress and skill development.
- Leaders plan and manage individualised programmes of study that build on learners' prior attainment and prepare them well for future employment.
- Impartial careers guidance ensures learners undertake programmes of study that build on their prior attainment and enables them to develop clear and realistic plans for their future.
- Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their programmes of study. Learners who fall behind are helped to catch up and the most able are stretched.
- Learners develop personal, social and employability skills including through high quality non-qualification activities and work experience relevant to their needs. They are punctual and attendance is high.
- Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Britain.

- The great majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing.
- The great majority of learners progress to higher levels during and after their study programme. They complete their programmes of study, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.

Satisfactory

- All of the BSO standards may be met in relation to the sixth form provision, but it is not yet good. Any un-met BSO standards in relation to the sixth form provision are minor, easily rectified and do not have a serious impact on students' welfare, health and safety, academic or personal development.
- Effectiveness of the provision for sixth form students is not yet good.
- Safeguarding is effective.

Inadequate

The sixth form provision is likely to be inadequate if any of the following applies.

- There are one or more un-met BSO standards in relation to the sixth form provision which have a negative impact on students' welfare, health and safety, academic or personal development, including the promotion of students' spiritual, moral, social and cultural development.
- Leadership of sixth form provision is weak.
- Programmes of study are insufficiently challenging or relevant to learners' prior attainment or planned next steps.
- Weak assessment practice or poor planning mean that teaching fails to meet learners' needs.
- Learners, or groups of learners, make inadequate progress from their starting points.
- Too few learners are retained on their courses or achieve their core aim.
- Learners, or groups of learners, are ill-prepared for their next steps in terms of attainment, personal skills or behaviours.
- Too many learners, or groups of learners, are unsuccessful in securing relevant sustained education, employment or training.
- Safeguarding is ineffective.

Outstanding

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, except where there is an exemption from the learning and development requirements of the early years foundation stage in place, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- 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 are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, except where there is an exemption from the learning and development requirements of the early years foundation stage in place, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- 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.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Satisfactory

- Teaching, learning and assessment are not yet good.

Inadequate

Teaching, learning and assessment are likely to be inadequate if any of the following applies.

Teaching is poorly planned.

- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write, or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Outcomes

Outstanding

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of pupils who have special educational needs and/or disabilities, currently on roll, matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- For pupils generally, and specifically for pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with English national figures.
- The attainment of almost all groups of pupils is broadly in line with English national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils progress to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Good

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- In a wide range of subjects, the progress of pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.
- Pupils read widely and often, with fluency and comprehension appropriate to their age.
- Pupils' progress is above average or improving across most subject areas. Progress of pupils who have special educational needs and/or disabilities is above average or improving.
- From different starting points, progress in English and in mathematics is close to or above national figures.
- Where attainment overall is low, it shows consistent improvement.
- Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. They do so at a level suitable to meet appropriate career plans.

Satisfactory

- Outcomes are not yet good.

Inadequate**Outcomes are likely to be inadequate if any of the following applies.**

- Progress from starting points in any key subject or key stage indicates pupils are underachieving considerably.
- From their different starting points, the progress of pupils in different year groups in English or in mathematics is consistently low and shows little or no improvement.
- There are wide differences in the progress and/or attainment of different groups from similar starting points and these are not improving.
- The school's performance regularly falls below the English floor standards.² Any improvement is insufficient, fragile or inconsistent.
- Pupils' proficiency in reading, writing or mathematics is not sufficiently strong for them to succeed in the next year or stage of education, or in training or employment.
- Pupils have not attained the qualifications appropriate for them to progress to their next stage of education, training or employment.

Outstanding

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- 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.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures they are prepared to be reflective about and responsible for their actions as good citizens.

Satisfactory

- Pupils' personal development, behaviour and welfare are not yet good, and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

Inadequate

Personal development, behaviour and welfare are likely to be inadequate if any of the following applies.

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- 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 and/or at alternative placements.

Leadership and Management

Outstanding

- All of the BSO standards (and, where relevant, statutory requirements of the early years foundation stage) are met.
- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including special educational needs (SEN) funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- 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.

Good

- All of the BSO standards (and, where relevant, statutory requirements of the early years foundation stage) are met.
- 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 of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive 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 governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread effective 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 strong across the school or, where it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- 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.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Satisfactory

- All of the BSO standards may be met, but the school is not yet demonstrating the characteristics of a good judgement. Any un-met BSO standards (or, where relevant, statutory requirements of the early years foundation stage) are minor, easily rectified and do not have a serious impact on pupils' welfare, health and safety, academic or personal development.
- Leadership and management are not yet good.
- Safeguarding is effective.

Inadequate

- There are one or more un-met BSO standards (or, where relevant, statutory requirements of the early years foundation stage) that have a negative impact on pupils' welfare, health and safety, academic or personal development, including the promotion of pupils' spiritual, moral, social and cultural development.
- Capacity for securing further improvement is poor and the improvements leaders and governors have 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 impairs the progress of pupils, especially pupils who have special educational needs and/or disabilities.
- Leaders are not aware of, or are not taking effective action to stem, the decline in the progress of disadvantaged pupils.
- The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.
- Leaders and governors, through their words, actions or influence, directly and/or indirectly 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.

8.9 Full criteria for BSO accreditation

The following criteria are applied to schools seeking accreditation by the DfE as a British school overseas. Inspectors must assure themselves that these criteria are met in full. If, on the first day of the inspection, schools are found not to meeting any of these criteria, they must be given the opportunity to rectify the situation before the end of the inspection.

8.9.1 The Quality of Education Provided

1. The standards about the quality of education provided at the school are those contained in this Part.
2. (1) The standard in this paragraph is met if—
 - (a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - (b) the written policy, plans and schemes of work—
 - (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with special educational needs; and
 - (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

(2) For the purposes of paragraph (2)(1)(a), the matters are—

 - (a) full-time supervised education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - (b) that pupils acquire speaking, listening, literacy and numeracy skills; (c) where the principal language of instruction is a language other than English, lessons in written and spoken English;
 - (d) personal, social, health and economic education which—
 - (i) reflects the school's aim and ethos; and
 - (ii) encourages respect for other people; paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;
 - (e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential;
 - (f) where the school has pupils under the age of 5, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - (g) where the school has pupils over the age of 16, a programme of activities which is appropriate to their needs;
 - (h) that all pupils have the opportunity to learn and make progress; and
 - (i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
3. The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - (b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves; (c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons; (e) demonstrates good knowledge and understanding of the subject matter being taught;
 - (f) utilises effectively classroom resources of a good quality, quantity and range; (g) demonstrates that a

framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly; and
(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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

4. The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

8.9.2 Spiritual, Moral, Social and Cultural Development of Pupils

5. The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—

(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and

(b) ensures that principles are actively promoted which—

(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence; (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England and for the responsibilities of citizenship in the host country;

(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and

(vii) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;

(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and

(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—

(i) while they are in attendance at the school;

(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or

(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; they are offered a balanced presentation of opposing views.

8.9.3 Welfare, Health and Safety of Pupils

6. The standards about the welfare, health and safety of pupils at the school are those contained in this Part.

7. The standard in this paragraph is met if the proprietor ensures that—

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

8. The standard in this paragraph is met if the proprietor ensures that—

(a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and

(b) such arrangements have regard to the Minimum Standards for Boarding Schools specified in Part 9 where applicable.

9. The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—

- (a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
- (b) the policy is implemented effectively; and
- (c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

10. The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

11. The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws in the host country are complied with and that a written health and safety policy is drawn up and effectively implemented.

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

13. The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.

14. The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.

15. The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained which conforms to local regulatory requirements.

16. The standard in this paragraph is met if the proprietor ensures that—

- (a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
- (b) appropriate action is taken to reduce risks that are identified.

8.9.4 Suitability of staff, supply staff and proprietors

17. The standards about the suitability of staff, supply staff, and proprietors are those contained in this Part.

18. —(1) The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff.

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

(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act;

(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction or any equivalent order made in the host country or overseas;

(c) the proprietor carries out appropriate checks to confirm in respect of each such person—

- (i) the person's identity;
- (ii) the person's medical fitness;
- (iii) the person's right to work in the host country;
- (iv) where appropriate, the person's qualifications; and

(d) the proprietor ensures that, where relevant to any such person, checks are made, to the extent possible, on the person's suitability to work with children. This could include (for example) checks in the host country and any overseas countries where the person has lived (such as certificates of good conduct from the relevant embassies or police forces or a suitable criminal records check) and these are taken into account before confirming the appointment; and

(e) in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters

specified in paragraphs (a) to (d), the proprietor checks that Standard 14 of the Minimum Standards for Boarding Schools, is complied with, and in the light of the information from the checks referred to in paragraphs (c) to (e) the proprietor considers that the person is suitable for the position to which the person is appointed.

(3) The checks referred to in sub-paragraphs (2)(c)) must be completed before a person's appointment.

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

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

(a) all reasonable steps have been taken, within the context of local requirements, to ensure that no person offered for supply by an employment business to the school 11

begins to work at the school unless the proprietor has received written notification from the employment business in relation to that person that the checks have been made in respect of the person's identity, right to work in the host country, qualifications, and suitability to work with children (as required for staff employed by the school) to the extent relevant to that person;

(b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;

(c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);

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

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

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

(a) the individual—

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

(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; or any equivalent order made in the host country or overseas; and

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

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

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

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

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

(a) the individual—

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

(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and

(b) the chairperson can demonstrate that they meet all local requirements, confirm their identity, right to work in the host country and suitability to work with children, including where applicable an enhanced criminal record check. Where appropriate, certificates of good conduct should be provided whenever practicable, from the relevant embassies or police forces of all countries in which they have resided (6) The standard in this paragraph is met in relation to a person who, not being the Chair of the school, but who is a member of a body of persons corporate or unincorporated named as the proprietor of the school if—

(a) The individual-

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

(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and

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

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

8.9.5 Premises and Accommodation

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

23. — (1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-

(a) suitable toilet and washing facilities are provided for the sole use of pupils (b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and

(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

(2) Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled.

24. -(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils. including—

(a) accommodation for the medical examination and treatment of pupils;

(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and

(c) where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.

(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).

(3) For the purposes of sub-paragraph (1)(c), a pupil has “complex needs” if the pupil has profound and

multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools or by children with special requirements.

25. The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

26. The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.

27. The standard in this paragraph is met if the proprietor ensures that—

(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and

(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.

28. —(1) The standard in this paragraph is met if the proprietor ensures that—

(a) suitable drinking water facilities are provided;

(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;

(c) cold water supplies that are suitable for drinking are clearly marked as such; and (d) the temperature of hot water at the point of use does not pose a scalding risk to users.

(2) The facilities provided under sub-paragraph (1)(a) will be suitable only if—

(a) they are readily accessible at all times when the premises are in use; and (b) they are in a separate area from the toilet facilities.

29. — (1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable—

(a) physical education to be provided to pupils in accordance with the school curriculum; and

(b) pupils to play outside.

30. The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the Minimum Standards for Boarding Schools.

31. For the purposes of this Part—

(a) “physical education” includes the playing of games;

(b) any requirement that anything provided under this Part must be “suitable” means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have; and (c) a pupil has “special requirements” if the pupil has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools.

8.9.6 Provision of Information

32. — (1) The standard about the provision of information by the school is met if the proprietor ensures that—

(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the school’s inspectorate; (b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the school’s inspectorate; (c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school’s internet website or, where no such website exists, are provided to parents on request;

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

- (e) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;
- (f) any information reasonably requested in connection with a BSO inspection which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers;
- (2) The information specified in this sub-paragraph is--
 - (a) the school's address and telephone number and the name of the head teacher; (b) either—
 - (i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or
 - (ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office;
 - (c) where there is a governing body, the name and address for correspondence of its Chair; and
 - (d) a statement of the school's ethos (including any religious ethos) and aims.
- (3) The information specified in this sub-paragraph is—
 - (a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;
 - (b) particulars of educational and welfare provision for pupils with special educational needs and pupils for whom English is an additional language;
 - (c) particulars of the policy referred to in paragraph 2;
 - (d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;
 - (e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations; and
 - (f) details of the complaints procedure referred to in paragraph 31, and the number of complaints registered under the formal procedure during the preceding school year.

8.9.7 Manner in which complaints are handled

- 33.** The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which has regard to local regulatory requirements and circumstances and which deals with the handling of complaints from parents of pupils and which—
- (a) is in writing;
 - (b) is made available to parents of pupils;
 - (c) sets out clear time scales for the management of a complaint;
 - (d) allows for a complaint to be made and considered initially on an informal basis; (e) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing;
 - (f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
 - (g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
 - (h) allows for a parent to attend and be accompanied at a panel hearing if they wish; (i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is—
 - (i) provided to the complainant and, where relevant, the person complained about; and
 - (ii) available for inspection on the school premises by the proprietor and the head teacher;
 - (j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and—
 - (i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and

(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and
(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where local legal requirements permit access.

8.9.8 Quality of Leadership and Management

34. — (1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—

(a) demonstrate good skills and knowledge appropriate to their role so that the BSO standards are met consistently;

(b) fulfil their responsibilities effectively so that the BSO standards are met consistently; and

(c) actively promote the well-being of pupils.

(2) For the purposes of paragraph (1)(c) “well-being” means well-being within the meaning of section 10(2) of the Children Act 2004 as physical and mental health and emotional well-being; protection from harm and neglect; education, training and recreation; the contribution made by them to society; social and economic well-being.

8.9.9 The quality of provision for Boarding

In addition, there are a number of criteria applied to schools with provision for boarders. For a full list of these, please consult the DfE document ‘**Standards for British Schools Overseas**’,

8.9.10 Note on the interpretation of standards by the BSO inspection provider

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

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

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

9. Additional Guidance for the Inspection of the EYFS, including provision for children aged 0 - 3

9.1 Pre-inspection

Identify lines of enquiry, the starting point for the inspection

- **EYFS profile data** (See section 9.4): Note any learning areas that are significantly different to others. This may influence when you timetable your visit.
- **Development plan and self-assessment:** Identify areas to follow up during interviews and/or observations.
- **Policies:** Safeguarding may have specific points for EYFS, as may risk assessment, parents and carers. There may be EYFS policies for settling-in, key person, care procedures and routines, systems for exchanging information with parents.
- **Timetable and some planning:** Check picture of curriculum and balance of adult and child-led sessions; this will also determine the timing of your visit.
- **Liaise with lead inspector** on whole school issues to follow-up.

9.2 Discussions

Consider how well **leaders and managers** evaluate their provision and know how they can improve it or maintain its high standards.

Discuss:

- **Areas arising from pre-inspection information**, self-evaluation, policies, school development plan, (how are you involved in whole school development?) data analysis
- **Achievement and progress**, have you analysed the differences in boys and girls and different classes/cohorts etc.? How are you closing the gaps in children's learning evident in the data? How do you show children's progress, use observations, Development Matters/Early Years Outcomes? If applicable, how do you use the EYFS progress check at age two? (See section 4)
- **The depth and breadth of the curriculum** to meet children's needs, considering their cultural experiences and knowledge.
- **Vision** for the EYFS and for the youngest children; what is your overall view of the child?
- **Staff development**, how do you ensure all staff know the EYFS curriculum, understand children's development, and how to teach this age range?
- **Get to the heart of everyday practice**, for example, ask: what key things make your provision work well? What are the key strengths of the staff? How well does the Key Person system work? Where can you improve practice?

Example questions if learning appears to be too structured

When can children freely choose what they like to do and develop their own ideas, be imaginative, chat, play, work together and apply their learning? How do you foster children's interests, ideas and creativity? When do children explore and investigate? How do you use the natural world? How do the three prime areas (PSED, Communication and Language, Physical Development) underpin your work? How do you take account of the EYFS characteristics of effective learning? (See section 9.4)

Example questions if learning appears to be too unstructured

How do you know what children are learning? How do you check their progress towards the Early Learning Goals? (e.g. in maths?). How do you track individual progress? How do you plan children's learning?

How do you introduce phonics to children? Do you work in small groups with children?

Example questions if a particular methodology is used

How do you deliver the EYFS within your philosophy? How do you follow children's interests? How do you foster children's imagination?

Ask **EYFS staff** about one or two individual children.

Tell me about (child) how did she settle in? How has she developed since she has been here? How have you helped her? What does she enjoy doing? When do you get to chat to parents? What do you do as her key person?

Ask **parents** how their child settled in, how the key person system works, the progress their child has made, what they like about the nursery.

9.3 Gathering and Recording Evidence

Spend as much time as possible:

- observing the children at play and talking with them
- speaking with practitioners and parents about the quality of care and education provided
- observing interactions between practitioners and children
- gauging children's level of understanding and their engagement in learning
- talking to practitioners about their assessment of what children know and can do and how they are building on it
- observing care routines and how they are used to support children's personal development
- evaluating practitioners' knowledge of the statutory EYFS curriculum.

Observe and ask the key person about the development and progress of one or two children. This will arise naturally through incidental conversations as you are observing. Assess the practitioner's knowledge of the child and ask about their starting points, progress and if applicable, progress check at age two (see section 9.4). Ask about any concerns, particularly in the prime areas.

Observe, where possible, a **handover from parent/carer to KP**. The welcome a child receives is of vital importance.

When observing different methodologies, record aspects of teaching and learning that are effective and identify what needs to improve, in terms of EYFS.

Observing teaching and learning

Focus your observations in the EYFS on what **children** are doing and learning, how **the environment** is enabling learning, and how **staff** interact to prompt learning and develop relationships.

Observe HOW children are learning; can you see children learning through PLAY AND EXPLORATION, ACTIVE LEARNING, CREATING AND THINKING CRITICALLY? (The Characteristics of Effective Learning, see section 4). Are they engaged, enthralled, interested, having fun, exploring and thinking?

Consider WHAT children are learning. How well is **the curriculum** organised to determine what children learn. How do the experiences children have connect with their prior knowledge and experiences?

Are the 3 prime curriculum areas highly visible? (PSED, Communication and Language, Physical Development) Are children ACTIVE? Do they learn by being PHYSICAL, are they being SOCIAL, playing together, and chatting? Do RELATIONSHIPS shine through as the foundation for everything? Is Language and Communication a priority?

What are children learning as they play and pursue their own ideas and thoughts and take part in guided activities? Can you see them learning maths, literacy, knowledge of the world, and being imaginative? Can you see them applying what they know during independent play?

Observe the indoor and outdoor environment and consider how well it stimulates and interests children and challenges them to explore and think things through. Consider how well it meets their needs for comfort, belonging and well-being.

Observe staff and how well they have conversations with children, watch listen and respond, model language, read aloud and tell stories to children, sing action songs, nursery rhymes and games, encourage children to express their thoughts and use new words, support independence and confidence, encourage children to speculate and test ideas through trial and error, enable children to explore and solve problems, behave as an excellent role model, support children to recognise and respond to their own physical needs, attend to children's personal needs, intimate care and privacy needs.

Are staff actively involved with children at appropriate times, to prompt learning through timely comments and questions? Are they actively observing children when they are absorbed in their chosen self-directed play?

Are taught group sessions interactive, purposeful, thought-provoking and interesting and do they meet the needs of all children? Consider the length, whether they are active and observe how children respond.

For under 3s, particularly consider the extent to which staff are:

- knowledgeable about the typical development and characteristics of learning
- aware of children's emotional and physical dependence on adults
- responsive when children need comfort and support
- attentive to children's care needs and use these times to develop relationships and learning
- giving children time to be in familiar, small groups and play in quiet areas
- patient and attentive when allowing young children to express their ideas
- listening to children and responding to their verbal and non-verbal communication
- actively observing children's chosen, self-directed play
- developing close relationships with their key children

Characteristics of Effective Learning

- **Playing and exploring – engagement**
Finding out and exploring; Playing with what they know; Being willing to ‘have a go’.
- **Active learning – motivation**
Being involved and concentrating; Keeping trying; Enjoying achieving and what they set out to do.
- **Creating and thinking critically thinking**
Having their own ideas; Making links; Choosing ways to do things.

9.4 EYFS Curriculum and Documentation

EYFS Profile data

The **EYFS profile** is a summary of children’s attainment at the end of Reception. The statutory **EYFS** framework requires the **EYFS profile** assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 28 June in that term.

Early years foundation stage profile 2019 handbook:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

The progress check at age two

(This may or may not be used by the school, depending on the age of the children. It is additional information about progress if it is)

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child’s development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language; when the child is aged between 24-36 months.

A know how guide: The EYFS progress check at age two:

<https://www.foundationyears.org.uk/files/2012/03/A-Know-How-Guide.pdf>

Early years outcomes

Early years outcomes is a non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years. It includes expected outcomes for different developmental ages and the early learning goals. September 2013:

www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf

Early years foundation stage statutory framework (EYFS)

The standards that school and childcare providers must meet for the learning, development and care of children from birth to 5.

It is important to link these to the main school inspection framework, and take particular note of the ratios, qualifications and key person requirements.

www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf

