

Handbook for the inspection of British Schools Overseas (BSO)

Effective from 1 January 2025

Updated September 2025

ISI is approved by the UK government to carry out the inspection of overseas schools seeking or wanting to maintain BSO accreditation against British Schools Overseas: standards for schools (August 2023)

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Introduction

1. All schools seeking accreditation from the UK Department for Education as a British School Overseas (BSO) must meet the [British schools overseas: revised standards from 14 August 2023](#). The BSO Standards are broadly comparable with the Independent School Standards and National Minimum Standards for Boarding Schools used in England.
2. It is the duty of the proprietor (to include those with governance responsibility) to ensure 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 wellbeing of pupils.

ISI inspections evaluate and report publicly on the extent to which each school meets the BSO Standards.

3. There is no preferred way by which ISI expects schools to meet any of the BSO Standards, and ISI does not think that there is a best way of doing things in schools. However, ISI inspectors may direct leaders to resources for UK schools that leaders may find helpful to consider, particularly if those resources are advice and guidance published or referred to by the DfE.
4. This handbook lays out for inspectors the methodology of BSO inspections carried out by the Independent Schools Inspectorate (ISI). It provides guidance to inspectors in conducting inspections under the Framework for the inspection of BSO schools from September 2025. This handbook is available to schools and other stakeholders. This is to aid understanding of ISI's approach to quality assurance and inspection.
5. This handbook is a working document and will be updated regularly. The handbook should be read in conjunction with the ISI BSO inspection Framework.
6. Each inspection is unique to the context of the school. This handbook does not provide a blueprint for inspection. It should be used flexibly by inspectors, depending on the context of the school being inspected. However, inspectors will adhere to the principles of inspection outlined in the Framework and follow the inspection methodology set out in this handbook.
7. ISI inspection methodology outlined in this handbook applies to all ISI BSO inspections. This includes the inspection of provision for children under the age of five. Whilst many British international schools base their provision for these children on the UK EYFS framework, this is not mandatory, and the provision is inspected against the BSO Standards.

Wellbeing

8. The ISI BSO Framework places the existing responsibilities of the school's leadership and management and governance to actively promote the wellbeing of pupils at the centre of ISI's evaluation of the school's provision.
9. This is because Part 8 of the BSO Standards (Quality of leadership and management of schools) places a duty on the proprietor to ensure 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 wellbeing of pupils.

10. The meaning of 'wellbeing' for the purposes of the BSO Standards, and ISI's values, is defined by section 10(2) of the UK Children Act 2004 as relating to:

- Pupils' physical and mental health and emotional wellbeing
- Protection of pupils from harm and neglect
- Pupils' education, training and recreation
- Pupils' contribution to society
- Pupils' social and economic wellbeing.

Therefore, in order to meet the required leadership standard in the BSO Standards, the proprietor, leaders and managers must actively promote these five aspects of pupils' wellbeing.

11. This approach does not place any additional responsibility on schools or introduce additional requirements that are not already contained in the BSO Standards. School leaders are already required to 'actively promote the wellbeing of pupils'. The definition of 'wellbeing' is clearly articulated by statute and incorporated in the BSO Standards. Evidence of effective provision can be clearly demonstrated as stated in the ISI BSO Framework across the many aspects of school life that are covered by the BSO Standards.
12. There are many sources of further helpful advice and guidance on wellbeing. In exploring this complex area, ISI will pay particular regard to guidance published by the UK government, for example HM Treasury's Wellbeing Guidance for Appraisal: Supplementary Green Book Guidance¹, which identifies ten dimensions of wellbeing (with the relevant sections of the ISI BSO Framework in brackets):

Personal wellbeing (Section 3)	Where we live (Section 4)
Health (Section 3)	Personal finances (Section 4)
Relationships (Section 3)	Governance (Section 1)
Environment (Section 4)	Economy (Section 4)
What we do (Section 4)	Education and Skills (Section 2)

¹ HM Treasury's [Wellbeing Guidance for Appraisal: Supplementary Green Book Guidance](#) July 2021

School culture: three levels approach

13. ISI's careful consideration of pupil survey responses gathered on a range of inspections suggests that there are different 'levels' of school culture, which may be experienced at the same time within a school:

Level 1: The positive outward face of the school community. Governors, leadership, staff, pupils and parents highlight the many positive aspects of the school. This wholly positive aspect of the school is evident, for example, on the school's website, in documentation, displays and performances, prize giving, open day/evening presentations and tours.

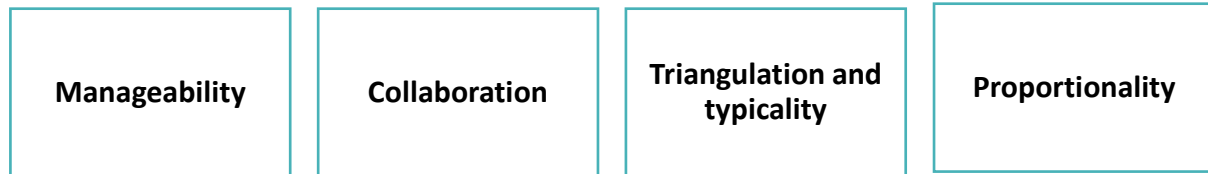
Level 2: The day-to-day experience of the school community; issues arise but these are mostly dealt with appropriately. Questionnaire responses are generally positive and most pupils agree with positive statements about the school.

Level 3: Some members of the school community (and this may be a small number) are impacted by negative and damaging behaviours and attitudes such as racism, misogyny and bullying. Experiences may be 'secret and separate', and evidence may be harder to see. This aspect of school life may be hidden from view and requires very effective mechanisms in place for hearing from pupils and staff. Evidence may be located in the detail in the safeguarding, behaviour, bullying and complaints logs. It may be found in the small percentages of negative responses in surveys and negative comments included among a larger number of positive comments. Deep listening and noticing are required to access this level.

14. This approach to the consideration of various levels of school culture may support adapting existing risk strategies, as necessary, to identify and manage the risk to wellbeing of pupils experiencing harmful behaviours and attitudes. In some cases, these risks may be harder to spot, and less obvious to existing risk mitigation strategies. Inspectors will be interested to hear from school leaders how they ensure that they really are hearing the views and experiences of all pupils so that appropriate strategies are in place to support pupils whose needs may be less obvious.
15. Where inspectors evaluate that school staff are failing to prevent bullying related to protected characteristics² or that leaders and/or staff are allowing a hostile culture, this is likely to result in unmet BSO standards, including paragraph 3(j) (which requires that the proprietor ensures that the teaching at the school does not discriminate against pupils contrary to Part 6 of the UK Equality Act 2010) and paragraph 5(b)(vi), (which provides that the standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor ensures that principles are actively promoted which encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act).

² The protected characteristics are set out in Chapter 1 of Part 2 of the UK Equality Act 2010.

ISI inspection methodology



16. The ISI BSO Framework lays out the overarching principles of ISI's approach to inspection. In applying these principles, inspectors pay due regard to the foundations of inspection methodology.

Manageability of the inspection

Collaborative working with school leaders

Triangulation and typicality of evidence

Proportionality in reaching judgements

The manageability of inspection

17. Inspectors must be mindful of the impact of inspections on the workload of leaders and staff in schools. Inspectors must be sensitive to this at all stages of the inspection. The work of inspectors should not unduly disrupt the usual day-to-day running of the school.
18. Inspectors will act with professionalism and sensitivity at all times in line with the inspector code of conduct. If the reporting inspector becomes aware of staff undergoing exceptional stress during an inspection they should call a member of the duty team for advice.
19. If a member of school staff is undergoing exceptional stress during an inspection, they should let the reporting inspector know as quickly as possible. The reporting inspector will take advice from a senior member of ISI staff about the situation. If staff do not feel able to speak to the reporting inspector, they should telephone ISI on 00 44 207 600 0100, explain that their school is currently being inspected and they are concerned for the headteacher's/their own wellbeing and ask to speak to a senior member of staff directly. The senior member of staff at ISI will listen carefully. Having discussed with the DfE, if possible, ISI will advise on the most appropriate way forward. If possible, school staff should let someone at the school, and the proprietor/chair of governors know about their concern.
20. Inspectors will not expect or request leaders or staff to produce documentation specifically for inspection prior to, or during on-site inspection. Inspectors will review the information that leaders and staff use in the school's chosen format. Paragraphs 89 and 90 of this document list the information that schools are requested to make available to inspectors at the start of the on-site inspection.
21. Inspectors will not expect school staff to collate samples of books or pupils' work in advance of inspection. Inspectors will view pupils' work in whatever form it is held (including digitally).

Inspectors will view pupils' work with them and with members of staff where appropriate. Inspectors will not ask schools to make copies of work that is held digitally. Inspectors may request that a member of staff is available to help navigate a school's electronic systems, for example to review samples of pupils' work.

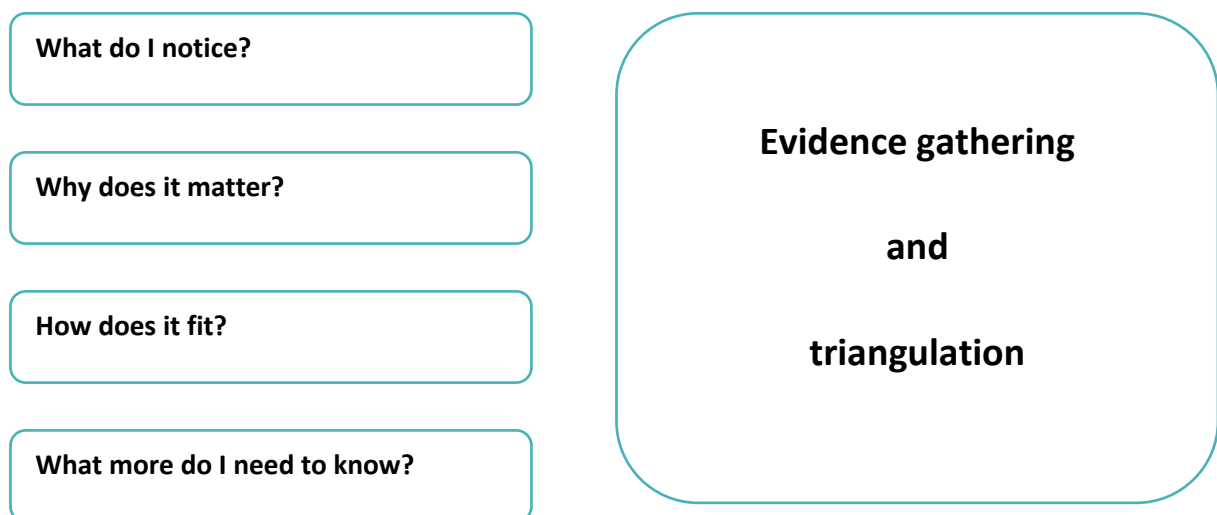
22. Inspectors may request to see and/or discuss specific examples of files or records in order to evaluate typical day-to-day practice at the school. Inspectors will evaluate how the examples demonstrate the positive impact for pupils of decisions leaders have made in relevant areas. Inspectors will make clear to leaders that they should not prepare, or have prepared, written case studies specifically for the inspection. Any such preparation does not align with the principle of manageability of inspection and is therefore unlikely to be seen by inspectors as typical of the school's provision.
23. School leaders may suggest suitable times for inspection discussions, for example, with staff, with the proprietor(s)/those responsible for governance, or with pupils. Inspectors will endeavour to accommodate these suggestions to minimise disruption to the school day.

Collaboration with the school

24. Inspectors will, wherever possible and appropriate, work collaboratively with the proprietors, school leaders and staff to ensure the smooth running of the inspection and effective evidence gathering.
25. The reporting inspector will liaise regularly throughout the inspection with the headteacher, or their designated senior leader, keeping them informed of emerging evidence and amending the inspection plan, as required. Reporting inspectors will provide school leaders with the opportunity to signpost any additional evidence that may be relevant to the emerging judgements. These regular keeping-in-touch meetings will also provide opportunities for the headteacher to raise any concerns, including about the conduct of inspection. The reporting inspector will raise any serious emerging issues, which indicate one or more of the BSO Standards may be unmet, with the headteacher at the earliest opportunity. However, the reporting inspector will make clear to the headteacher that final judgements can only be reached when all the inspection evidence has been reviewed. This judgement is provisional until report publication.
26. Reporting inspectors will offer school leaders the opportunity to be involved in some inspection activities. These include reviewing pupils' work, joint lesson walks, discussion of examples of existing records and evidence, and tours of the school premises to consider related BSO standards.
27. Joint inspection activities are helpful to inspectors when school leaders can provide context for the evidence that inspectors are recording and evaluating. These activities may also be helpful to school leaders in enabling them to understand how inspectors evaluate evidence and reach judgements.
28. The reporting inspector will determine which inspection activities are appropriate for school leaders to be involved in. The role of the school leader is to provide context for the evidence and not to influence inspectors' evaluation of the evidence.

Triangulation and typicality of evidence

29. Triangulation is the process inspectors use to contextualise and test inspection evidence. Inspectors will look for connected sources of evidence, wherever this is available, to reach valid and reliable judgements.
30. Inspectors gather evidence from a wide range of sources. These include: discussions with school leaders, staff and pupils; information from the inspection surveys for pupils, parents and staff; first-hand observations; scrutiny of documentation and school records. Where pupils have special educational needs and/or disabilities (SEND), schools should ensure that prior to discussions with the pupils concerned, inspectors are aware of the nature of their needs and appropriate steps are taken to ensure that the pupils are prepared for the discussion.
31. Inspectors will consider what they are seeing, reading and hearing; why it is important and how it relates to the BSO Standards; how it relates to other evidence; and what further evidence inspectors need to gather.



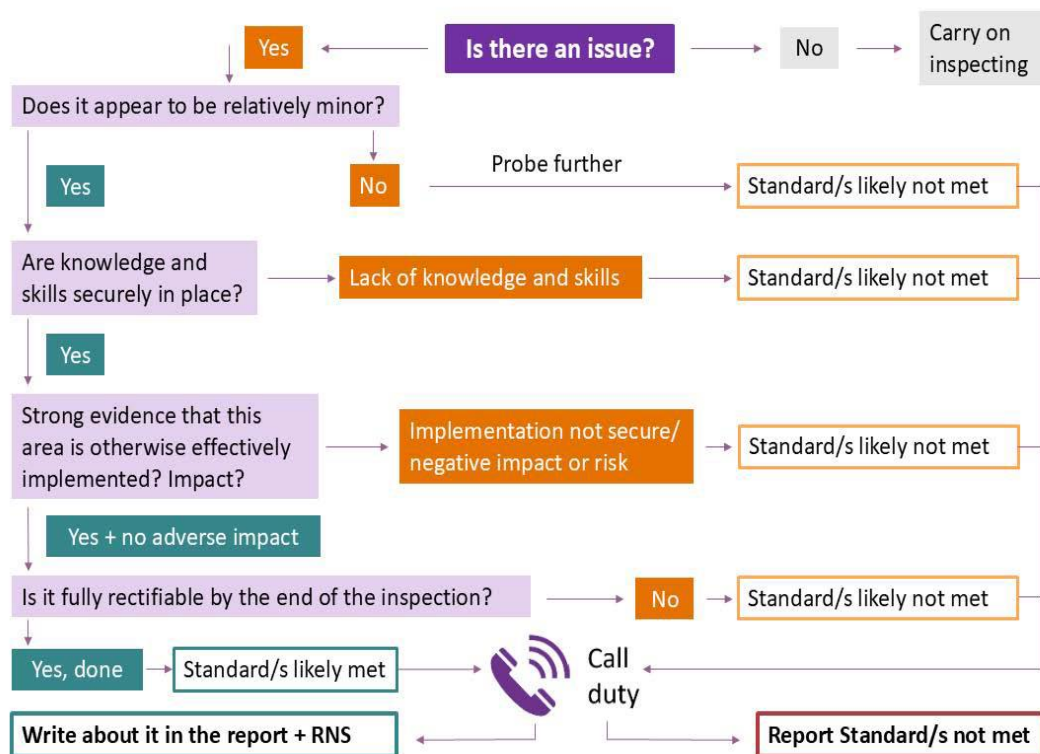
32. Inspectors will want to see the school operating as it usually does, to evaluate what is typically experienced by pupils. Inspectors may include in the report examples of provision they observe during the on-site inspection, but only where such examples are confirmed by inspectors as typical. This is particularly important when reporting the quality of teaching and learning and the behaviour of pupils.
33. Inspectors will confirm the typicality of what they are seeing, hearing and reading by considering connected evidence (triangulation) including through:
 - discussions with leaders, staff and pupils
 - review of school records
 - review of pupils' work over time
 - observations around the school site.

34. Inspectors may not expect, request or encourage school leaders to reorganise the curriculum timetable for pupils during inspections. Lessons and activities for pupils should go ahead as planned, including any off-site visits or pre-arranged visitors. Inspectors will adapt their inspection plans to ensure they gather the necessary evidence. Where inspectors are not able to see teaching in any particular curriculum area, they will seek evidence of teaching and learning from other sources, for instance by speaking with pupils and staff and by reviewing pupils' work.

Proportionality

35. When judging the extent to which a school meets the BSO Standards, inspectors will exercise their professional judgement. They will consider the reasonableness of leaders' decision-making and the impact of those decisions on pupils' learning, experience and safety.
36. Where there is a relative weakness or minor error, inspectors will consider whether that weakness amounts to a failure to meet one or more of the BSO Standards. The scale and impact of any weaknesses or errors will be taken into consideration by inspectors. If inspectors find that the relative weakness does not indicate a systemic failure and the relative weakness can easily be rectified in a school's processes and/or provision, inspectors will take a proportionate approach. This will be reflected in the text of the inspection report and will lead to a recommended next step in the inspection report.
37. The scale and impact of any weaknesses or errors will be taken into consideration by inspectors.
38. If inspectors consider that relative weaknesses or errors do not amount to a failure to meet the BSO Standards, this will be reflected in the text of the inspection report and is likely to lead to recommended next steps in the inspection report.
39. Where school leaders make amendments to the school's policies, processes or provision during inspections, inspectors will consider the scale and impact of such amendments and consider their impact on inspection judgements. Inspectors may conclude that changes in a policy document made by school leaders during the course of an inspection are unlikely to be able to be evaluated as effectively implemented by leaders.
40. Weaknesses or errors which are indicative of systemic failings in the school's processes and/or provision will lead to a judgement that the relevant BSO standards are unmet. Systemic failings include decision-making by leaders based on a lack of understanding of what is required to meet the BSO Standards, or an inability or reluctance to do what is required in a timely fashion.

41. The flowchart below guides inspectors and schools in applying the principle of proportionality:



Principles of BSO inspections

42. ISI inspections of British schools overseas are designed to:

- help schools to improve the quality and effectiveness of pupils' education and the care for their welfare
- provide objective and reliable inspection reports, which help schools to recognise and build on their strengths, and to address any areas for development
- report to the DfE the extent to which schools meet the British schools overseas: standards for schools (August 2023).

43. The BSO Standards closely mirror those which independent schools in England must meet, allowing parents and others to make informed comparisons between such schools and British schools overseas.

44. 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.

45. To achieve BSO accreditation, participating schools will be able to demonstrate that they provide a British education with similar characteristics to education provided in an independent school in

England.

46. The BSO Standards recognise that schools in different countries have to produce and implement policies and/or take action, in accordance with local laws. The purpose of the BSO Standards is to provide a broadly comparable set of standards to those that apply to independent schools in England, so that overseas schools can be tested against them. Therefore, ISI will not generally be testing compliance with host country laws.
47. However, where a BSO Standard directly relates to a British law it is, in some cases, impractical for international schools to be tested against that Standard. The BSO Standards are clear where schools should demonstrate that they are meeting the legal requirement as set out by the host country. If there is no equivalent law in the host country, ISI should be informed. The absence of a host country law will not prohibit accreditation.
48. On inspection, schools should provide evidence to ISI that each BSO Standard has been met. Where there is a conflict between the BSO Standards and the host country's laws, the laws of the host country take precedence. Any departure from the BSO Standards due to host country laws should be notified to inspectors for inclusion in inspection reports. Deviation from one or more of the BSO Standards due to host country laws will not mean the school cannot achieve BSO accreditation. If the school can provide evidence that it cannot lawfully meet the standard due to host country requirements and is able to demonstrate that it meets all other BSO standards, it will still be considered by the DfE for accreditation.
49. Where this applies, the report will state: 'The school meets all the BSO Standards except those which it is precluded from meeting because of the host country's legislation.' In such cases, the school will be listed by the DfE on the UK government's website but an asterisk is added to the school's name on this list, to show those schools that are precluded from meeting the BSO Standards to some degree. The school will be allocated a DfE number, and it will be included on the DfE website *Get information about schools (GIAS)* as long as their accreditation remains valid.

Conducting inspections

The timing and duration of inspections and the inspection team

50. The DfE requires BSO schools to be inspected every three years in order to maintain their accreditation.
51. BSO inspections are scheduled for three days and will usually begin at 09:00 or at the start of the school day on the first day of the on-site inspection. Inspectors will usually leave the school by 18:00 on each day of inspection, apart from the final day, when they will leave after the final feedback meeting, usually around 16.30. In some instances, on days one and two, inspectors may be on site for longer than this, for instance to observe elements of boarding provision. On the final afternoon of the inspection, the inspection plan will allow sufficient time for the final team meeting when inspectors reach the inspection judgements and draw together the feedback to school leaders, proprietors and/or governors.

52. The size of the inspection team is determined by the size of the school (the number of pupils on roll) and the context of the school. The inspection is led by a reporting inspector and, in most cases, a minimum of two team inspectors. All members of the inspection team will usually attend for the duration of the inspection.
53. Inspections may be monitored for quality assurance purposes. The role of the monitor is to ensure that the inspection team adheres to ISI's inspection methodology and inspection principles. The monitor may ask questions for clarification during meetings with leaders and staff to assure themselves that appropriate evidence is considered by the inspection team. The monitor will support and challenge the inspection team to ensure that the evidence base is robust and supports the judgements reached by the team.
54. ISI may schedule aligned inspections of linked schools, particularly when schools share the same senior leadership team and proprietors. Where linked schools are inspected at the same time, reporting inspectors will liaise with each other and senior leaders to manage the inspection to minimise disruption and to align inspection activities where appropriate.

Declarations of conflicts of interest

55. All inspectors must regularly update on ISI's inspector portal any declarations of close personal or business relationships with, or financial interest in, any schools, including groups of schools in common ownership, inspected by ISI which might give rise to a conflict, or perceived conflict, of interest.
56. By accepting an invitation to inspect a school for ISI, inspectors warrant that, in the period of six years before the date of the inspection, they have not governed, worked at (including as a consultant), sought employment or engagement at, or given advice to the school or college which they are invited to inspect.
57. Inspectors will not routinely inspect a school that they previously inspected. However, there may be valid reasons for this at the discretion of ISI.
58. If a conflict of interest becomes apparent at any stage prior to, or during an inspection, inspectors must contact the ISI office immediately.

The code of conduct for inspectors and guidance for schools

59. Inspectors must adhere to the code of conduct. Inspectors are required to uphold the highest professional standards in relation to all who are involved in the process of inspection, before, during and after the inspection. If any member of an inspection team wishes to raise a concern about an aspect of inspection, they should speak to the reporting inspector in the first instance. If this is not possible or if the inspector would prefer to speak to a senior member of staff at ISI, they should telephone ISI on +44 20 7600 0100 or contact bso-inspections@isi.net.

60. Inspectors will:

- act in the best interests of the pupils at the inspected school and prioritise the safeguarding and welfare of children at all times
- uphold ISI's values at all times and evaluate objectively in line with ISI's frameworks and regulatory requirements
- refrain, at all times, from any behaviour which might bring ISI into disrepute
- use their ISI inspector designation only in relation to their inspection work for ISI, unless previously agreed with ISI senior staff
- maintain up-to-date knowledge of ISI's inspection frameworks, handbook, policies and practice and associated regulatory requirements and guidance
- maintain strict confidentiality about the identity of the school to be inspected, the timing and scheduling of inspections and not divulge any information about the inspection (including, but not limited to, the region, the type of school or any identifying features) other than the fact you are going to be deployed at that time.
- declare all actual and perceived conflicts of interest and have no real or perceived connection with the inspected school prior to or following inspection, which could undermine the integrity of the inspection
- act promptly and in line with ISI guidance on any safeguarding or health and safety issues that may arise on inspection
- work with professionalism, sensitivity and integrity, treating all with respect and courtesy
- liaise immediately with senior staff at ISI if inspectors become aware that school staff are experiencing exceptional stress
- follow requirements and good practice in relation to the secure management of information
- be mindful of the additional workload that inspection can create, be sensitive to the needs of school staff and take reasonable steps to prevent undue anxiety and stress
- avoid any requests or suggestions that may cause undue disruption to business as usual for the school
- communicate regularly and productively with school leaders and keep them informed of emerging findings and judgements clearly and honestly
- evaluate the work of the school objectively and impartially supported by clear and secure evidence
- report fairly and without favour ensuring that judgements are reliable
- respect the confidentiality of inspection evidence and judgements
- wear their ISI inspector identification badge at all times when on school premises.

61. ISI sets out guidance for schools in order to facilitate a professional working relationship. Inspectors must be familiar with the guidance. Inspectors should refer school leaders to the guidance during the initial telephone call.

62. ISI expects that school leaders and staff will:

- treat inspectors with professionalism, respect, courtesy and candour
- engage in an open and honest way with inspectors and work with them to facilitate the inspection process

- ensure any inspection surveys, or other communications with parents, staff and pupils requested by the reporting inspector, are sent out promptly
- provide access to evidence that will enable inspectors to evaluate the work of the school fairly and reliably
- facilitate necessary meetings with the proprietors, leaders, staff and pupils
- work with inspectors to minimise disruption to the normal working school day
- work with inspectors to minimise anxiety, stress or additional workload for staff
- ensure the health and safety of inspectors while on school premises
- maintain regular and productive communication with inspectors
- raise any concerns promptly with the reporting inspector
- respect the confidentiality of information about the inspection and inspectors.

It is the policy of the Independent Schools Inspectorate (ISI) to conduct all of our business in an honest and ethical manner.

We are committed to acting professionally, fairly and with integrity in all our business dealings and relationships. The receipt of even small gifts, hospitality or other benefits may be perceived as improperly influencing judgements, whether or not this is the case. Inspectors will decline any gift, advantage or hospitality from a school outside of the pre-arranged travel, accommodation and meals provided in the accommodation or during the school day.

Inspectors are required to report any circumstances which may breach the ISI Anti-corruption and anti-bribery policy. Schools are asked to bear this in mind during the inspection process.

Managing safeguarding concerns that arise on inspection

63. If inspectors observe, hear or receive information which causes them concern about the safety or wellbeing of a pupil, they should act immediately to ensure the safety of the pupil, in line with [ISI's policy](#). Inspectors will follow the school's safeguarding and/or child protection policy. Concerns will normally be reported to the appropriate person within the school for child protection procedures to be implemented according to the disclosure, concern or allegation made, and external agencies will be informed directly if required.
64. If a pupil raises safeguarding concerns, inspectors should listen to what they are being told, take notes, and avoid promising confidentiality or asking leading questions. They must not communicate with the person who is the subject of the allegation or suspicion or investigate the matter themselves.

Managing sensitive or personal information

65. All information relating to inspection is highly confidential and may not be shared beyond those directly involved in the inspection or the quality assurance and complaints processes. Inspectors must ensure that the information relating to the timing of an inspection, prior to the notification to the school, is held in strict confidence. Inspectors must also ensure that the provisional outcome of an inspection, prior to report publication, is held in strict confidence.

66. Inspectors view and record sensitive information provided by schools. Schools are not required to anonymise information for inspectors. Inspectors may review personal information during the on-site inspection such as the names of pupils in registers or in records or files, and the names of staff in their files. Inspectors may make notes of such information. Inspectors typically may not record the names of pupils or adults and may not take copies of documents that include names without redaction. There may be, by exception only, occasions when names must be recorded as directed by senior leaders at ISI.
67. Inspectors will record the information they need to gather and evaluate evidence to make judgements. Inspectors must not record the names of individuals. Inspectors will record the title or role of individuals involved in inspection activities.
68. During the inspection, inspectors must take care to preserve confidentiality and to protect the privacy of the pupils and staff including by:
 - ensuring that confidential discussions cannot be overheard
 - keeping confidential information safe and refraining from removing confidential information from the school
 - locking laptops with password protection and avoiding using data storage devices (any devices used must be password protected)
 - being aware that some pupils may not want to be involved in the inspection and making clear that pupils' participation in discussions is voluntary
 - ensuring that they are aware of any additional needs a pupil may have, their preferred means of communication and any support that they may require
 - explaining to pupils that inspectors will not share any comments that may identify them, unless individuals are at risk of harm.
69. All information must be managed securely and uploaded to ISI secure systems immediately following the inspection. Once the evidence has been uploaded to ISI systems, inspectors are not permitted to hold inspection information on their personal devices under any circumstances. Inspection information must be removed from inspectors' personal devices no later than four days following the end of the on-site inspection.
70. Inspectors use the inspection virtual team room on ISI's portal to communicate with other members of the inspection team and to transfer any documentation. The reporting inspector will provide and receive information to and from the school via the virtual team room. Inspectors must not use email to transfer sensitive information regarding inspections. Inspectors must do all they can to reduce the use of email for inspection matters.
71. Inspectors must be familiar with ISI's data protection policy and ISI's personal data breach policy and refer to these policies if they suspect a security or data breach has occurred.

Preparing for inspection

Schools

72. To help schools prepare for BSO inspections, there are a number of sources of guidance which are detailed below.
73. The inspection documentation is made available to schools on the ISI portal. This includes the BSO Standards, the ISI inspection Framework, this inspection Handbook and information on the pre-inspection parent, pupil and staff surveys.
74. There are also a examples of self-evaluation forms and regulatory audits. Their use is not mandatory, however, and inspectors will work with whatever format the school wishes to use.
75. Schools will also have access to online training, including webinars, which is provided by ISI and intended to support their preparation. This is delivered by experienced inspectors, who have no connection with the inspection team conducting the inspection.

Inspectors

76. All inspectors must have deep knowledge and understanding of:
 - [The ISI BSO Framework](#)
 - The ISI inspection handbook and related guidance
 - [The BSO standards and DfE guidance](#)
 - Safeguarding guidance, including [Keeping Children Safe in Education](#)
77. The reporting inspector will review pre-inspection information, prior to the inspection, including information held by ISI and information available on the school's public website and in the public domain.
78. The reporting inspector must consider the following information when planning the on-site inspection:
 - previous inspection reports
 - information about the context of the school held on ISI's portal
 - any concerns held by the DfE and recorded on the ISI inspector portal. Those concerns received since the previous inspection must be considered when planning the inspection
 - information held on [Get Information About Schools](#) (where schools have an existing BSO accreditation) including the name of the proprietor(s) and other contextual information. This information must be checked during the pre-inspection call with the headteacher
 - information about the context of the school, its aims and achievements available on the school's website or held by ISI
 - school policies and other information for parents available on the school's website including for attainment, safeguarding, behaviour, and relationships and sex education (where applicable)
 - other information in the public domain, including from the results of an internet search

- information uploaded by the school to the virtual team room. This should be restricted to essential information only in order to promote the principle of manageability.
79. The reporting inspector will use the analysis of the pre-inspection information to shape the inspection. Importantly, inspectors will want to evaluate the evidence of leaders' decision-making and the impact of that decision-making for pupils in all areas of the ISI BSO Framework.
80. In the days preceding the inspection, the reporting inspector will convene a virtual team meeting at a time that is suitable for all members of the team to attend. The reporting inspector will:
- brief the inspection team, sharing pre-inspection information
 - draw on the expertise and experience of the inspection team to allocate areas of inspection focus for each team inspector
 - provide guidance about how to use the virtual team room on ISI's portal and explain that all communication should be made through the virtual team room and not by email
 - provide guidance about how to use and complete the inspection activity forms and evaluative summaries, which must be completed following each inspection activity
 - explain that the prompts provided in the inspection activity forms are provided for guidance and that all inspectors must be familiar with the contents of the inspection framework and the inspection handbook as well as Keeping Children Safe in Education and Working together to safeguard children. The reporting inspector may wish to provide the team with additional prompts based on the specific context of the school and the inspection. These can be provided on a document uploaded to the inspectors' section of the virtual team room
 - share practical information including for travel
 - make clear their expectations of the team and guidance on team deployment, reminding the inspection team of the code of conduct and other essential information.
81. Prior to the on-site inspection the reporting inspector will share with the inspection team a summary of any pre-inspection information.

Inspection scheduling and pre-inspection calls

82. The dates of the inspection are agreed with a member of the ISI delivery team and confirmed in the service agreement. Following the completion and return of the signed service agreement, the school will be invoiced for the cost of the inspection. The inspection cannot be confirmed until the initial invoice is paid.
83. Once the inspection is confirmed, there will be a call between a senior member of the ISI staff and the headteacher to discuss the arrangements for the inspection. This will include:
- a briefing on the inspection framework
 - confirmation of the details of the inspection visit including dates and general timings of the inspection
 - the details of the inspection team
 - explanation of the use of the team room for messaging and the transfer of information
 - the timing of subsequent contact with the school:

- the reporting inspector will usually make initial contact with the school approximately four weeks in advance of the inspection to confirm the transfer of preliminary information and the drawing up of a draft inspection timetable.
 - there will be an in-depth call with the headteacher about a week before the inspection (see paragraphs 88 and 90 below)
 - details of the pre-inspection surveys, which usually take place approximately three weeks in advance of the inspection
 - travel, visa and accommodation and any other logistical requirements.
84. The school will be asked to confirm if there are any aspects of the BSO Standards the school is precluded from meeting due to their local context such as host county laws. The school may be required to provide additional evidence to clarify their position. The school will be informed if the inspection will be quality assured on site. The cost of any such monitoring will be borne by ISI.
85. Following the initial call, the delivery team will email the headteacher with confirmation of the inspection. In due course, the account office will share further details, including the names of the inspection team members and the links to the online parent, pupil and staff surveys. The school will be asked to distribute the links to the surveys.
86. The subsequent pre-inspection call with the reporting inspector will focus first on practical arrangements and will then include a discussion to understand the aims and context of the school. It will also clarify the information that inspectors will find helpful to see before the start of the inspection and the information that may be made available at the start of the inspection. There will be opportunities in the pre-inspection call for the headteacher to ask any questions.
87. During the pre-inspection call, the reporting inspector will clearly outline the process for raising any issues during the on-site inspection. This will confirm that raising any issues will not adversely affect any inspection outcome. On inspection, the reporting inspector will provide the headteacher with the phone number for ISI's head office (00 44 207 600 0100). The headteacher or senior leader may phone this number to request a call back from a senior member of ISI staff during the on-site inspection. This number is provided so that the headteacher or senior leader can let ISI know if they have serious concerns that they feel unable to raise directly with the reporting inspector.
88. The content of the pre-inspection calls should include:
- explanation that the virtual inspection team room will be the means of communication with the school and will enable the exchange of any documents as required
 - sharing the phone number of ISI's head office, to be called should any serious issues or concerns arise on inspection which the headteacher feels they cannot raise with the reporting inspector
 - confirmation that there are no conflicts of interest with any members of the inspection team from the school's perspective
 - confirmation of the identity of the proprietor/s of the school
 - confirmation that the pupil, staff and parent surveys are distributed and the start and end times and dates on which the online links are open

- explanation of the pupil inspection notices, which explain to pupils how they can contact inspectors during the inspection, and how these should be displayed in several prominent areas of the school where pupils are likely to see them
- the details of any additional provision in the school, including any provision for children under five, and boarding
- confirmation that parents and the proprietor/s are informed of the inspection. The reporting inspector will make arrangements for a suitable time to talk to the proprietor/s (as many as can be available). This discussion may take place remotely if it is not possible for the proprietor/s to visit the school
- details of the times of the school day and any extraordinary events that may be taking place during the course of the on-site inspection
- agreement for a suitable time for the inspection team to be introduced to the staff of the school
- an explanation that the reporting inspector will hold regular keeping-in-touch (KIT) meetings with the headteacher throughout the inspection
- an indicative time for the final feedback meeting, typically after 16:00 on the final day of the inspection. The reporting inspector will chair the feedback meeting and invite members of the leadership team and proprietors
- information about how inspectors will work with the leaders in the school, including through the regular keeping-in-touch meetings with the headteacher as well as invitations to inspection activities to be undertaken alongside leaders from the school
- a reminder from reporting inspectors to headteachers that they can choose to have someone accompanying them when they meet with inspectors
- clarification that it will typically not be possible for inspectors to observe every teacher at the school. The reporting inspector will explain that inspectors do not require staff to prepare lesson plans for inspectors but should make available any existing curricular or lesson planning documents that are routinely used by teachers
- the opportunity for the headteacher to point out any staff sensitivities which may need to be taken into account by the inspection team
- explanation of arrangements for pupil discussions with inspectors, and that pupils are chosen randomly by inspectors. Discussions may also take place with any relevant special interest groups at the school. In co-educational schools that include secondary-aged pupils, inspectors will have discussions with some pupils in single-sex groups
- explanation of how pupils' work will be reviewed including where it is held online. The reporting inspector should explain that inspectors will, wherever possible, talk to pupils in lessons about their work as well as review pupils' work with members of staff and with pupils
- identification of suitable times to talk to school leaders, members of staff and pupils
- explanation that any draft timetable shared with the school is flexible and that amendments may be made in the light of emerging findings and the need to triangulate evidence
- arrangements for the health and safety tour of the school premises
- practical arrangements including for access to secure Wi-Fi, travel and any refreshments
- a request from the reporting inspector for the school to provide a space for inspectors to use as an inspection base, where they can hold confidential discussions and work on their laptops. The reporting inspector will keep requirements for the inspection base to the minimum required. For example, there is no requirement for the school to provide a printer or any stationery products.

Required information before the inspection begins

89. During the pre-inspection call with the school, the reporting inspector will request that the school upload the following information to the inspection virtual team room:
- details of the aims, characteristics and context of the school
 - confirmation of the name of all proprietors of the school
 - teaching timetables that teachers use and have available
 - a list of staff of the school
 - details of any relevant staff absence
 - the number of pupils with special educational needs and/or disabilities (SEND) and the nature of their needs and the number of pupils with an education, health and care plan (EHC plan)
 - the number of pupils who may speak English as an additional language and their level of English acquisition
 - ISI's optional regulatory audit (if available), which leaders can use to record details of training, health and safety checks, and provision of information.
90. Other information that is likely to be required during the on-site inspection includes:
- plans of the school premises
 - curriculum plans and schemes of work
 - the school's analysis of the progress and attainment of pupils
 - current self-evaluation and school development planning information (if available). There is no requirement for school leaders to present this information in a prescribed format
 - any reports from external evaluation of the school
 - the school's records of behaviour incidents and records of suspensions or exclusions
 - records and analysis of bullying and discriminatory behaviour
 - the school's record of complaints
 - safeguarding information including the record of concerns, any contact with local authorities or other services and records of child-on-child sexual harassment and sexual violence.

Gathering the views of pupils, parents and staff

91. Inspectors will consider the views of pupils, parents and staff. They will seek to triangulate the information they receive by considering connected inspection evidence.
92. ISI invites pupils, parents and staff to complete confidential pre-inspection surveys online. Schools are asked to circulate the unique code by email wherever possible. This allows pupils, parents and staff to access the surveys for the specific inspection. The window for survey responses to be completed will be notified in advance and will usually be about three weeks in advance of the inspection.
93. Hearing the views of pupils is an important aspect of inspection methodology and is triangulated with other inspection evidence. Inspectors will consider the views of pupils as expressed in the pupil survey responses, as well as through discussions with pupils. Inspectors will speak with pupils in

lessons, around the school building and in arranged pupil discussion groups. In co-educational schools with secondary aged pupils, some of the discussions must be held in single sex groups. School leaders and staff will not be invited to join inspectors' discussions with pupils. Where pupils have special educational needs and/or disabilities, schools should ensure that prior to discussions with the pupils concerned, inspectors are aware of the nature of their needs and that appropriate steps have been taken to ensure that the pupil is prepared for the discussion. This includes asking the pupil how they would prefer to communicate, where they feel comfortable talking to inspectors and whether they would like their usual teaching assistant/teacher to be present during the discussion. Inspectors will be interested to hear from school leaders how pupils' views are heard and acted upon by the school. Inspectors will share the headline data from the pupil survey responses with the headteacher as well as any relevant themes emerging from the free text responses. However, inspectors will ensure that any information shared with the headteacher does not compromise the confidentiality of responses.

Reaching judgements

94. The inspection team will meet at the end of each day of the inspection to discuss the emerging evidence and to consider connected evidence that needs to be gathered and evaluated. All members of the inspection team must take a full part in team meetings. Inspectors must discuss the evidence fully and provide professional challenge, where appropriate.
95. The final judgements are the corporate responsibility of the inspection team. Inspectors will carefully consider the evidence and evaluate it against the BSO Standards and guidance. Inspectors will weigh the evidence, using their professional judgement.
96. Inspectors will reach a judgement about whether BSO standards are met in each section of the Framework. Inspectors will consider the judgement for section one (leadership and management, and governance) after reaching judgements for sections two, three, four and safeguarding.
97. Judgements made at the end of the inspection are subject to ISI's quality assurance processes and are provisional until the publication of the final inspection report.
98. Inspectors' judgements must be based on their professional evaluation of the evidence and must not be influenced by the potential impact on the school, for instance when the BSO Standards are found to be unmet.

Final feedback meeting at conclusion of on-site inspection

99. At an agreed time around 16:00 on the final day of inspection, the reporting inspector will chair the final feedback meeting.
100. The reporting inspector will invite the headteacher and other school leaders, as well the proprietor(s) to the feedback meeting.

101. The inspection team will be present at the meeting.
102. The agenda for this meeting will be:
 - Thanking the school for their engagement in the inspection process
 - Sharing provisional findings of the extent to which BSO standards are met
 - Where BSO standards are provisionally not met, a brief overview of the evidence relating to this aspect
 - Sharing recommended next steps, and/or where standards are not met, areas for action
 - Outlining the post-inspection next steps, including:
 - the processes and indicative timelines for quality assurance and report publication
 - the factual accuracy stage
 - the availability of the ISI's complaints policy
 - the processes following inspections where one or more of the Standards are judged to be unmet
 - Thanking the school for their hospitality
 - Inviting any questions, at the end of the feedback.
103. At the start of the meeting, the reporting inspector will explain:
 - that provisional judgements can be shared with close family, the school staff, the school's governors and proprietor, the school's association and mental health professionals. Provisional judgements should not be shared more widely at this point because they are still subject to the quality assurance process
 - that the exact wording of the report will contain the detail of the evidence and will therefore differ from the oral feedback
 - that all further communication must be to the ISI office and not to inspectors.

Where the school does not meet the Standards

104. If the school has not met the BSO Standards, ISI will advise the school whether it has the option to pause the inspection so that the school has a reasonable time to address the unmet BSO Standards. This must take place within three term-time months of the pause. Inspectors will then resume the inspection, to determine whether or not the school has rectified the issues.
105. ISI may decide that the school is unlikely to be able to address the unmet BSO Standards within a three-month period. In this instance the inspection process will conclude. No report will be published. However, ISI will share inspection findings with the headteacher and the DfE.
106. The school may choose not to continue the inspection process. If a school chooses not to continue the inspection process or where the school does not meet BSO Standards at the conclusion of the inspection, the findings of the inspection are shared with the headteacher of the school and the DfE. However, there will be no published inspection report.
107. In order to gain BSO accreditation at a future date, the school must begin the inspection process afresh. ISI will always contact schools to discuss these options.

108. If ISI and the school agree to continue the inspection process after this pause, the resulting inspection report will outline the action the school has taken to address any issues and the reason for the pause of the inspection. If, at that stage, the school meets all of the BSO Standards, the school will be granted BSO accreditation for three years from the date of the end of the inspection.
109. The continuation of the inspection will be undertaken by the reporting inspector who began the inspection (where this is possible). At the discretion of ISI, this inspection may be undertaken remotely. This decision will depend on the nature of the evidence which needs to be gathered to determine if the school now meets the BSO Standards. The published report will make clear the failings previously identified and the impact of the actions school leaders have taken to meet the relevant BSO standards, where this is the case.

Quality assurance

110. All inspections are subject to quality assurance which includes a review of aspects of the inspection evidence and the draft inspection report. Some inspections are subject to enhanced quality assurance. This can include on-site or remote quality assurance by a monitor and/or a full or partial review of the inspection evidence.
111. It is the responsibility of the inspection team to reach the provisional judgements at the end of the on-site inspection. Experienced inspectors are on duty to provide quality assurance support to inspectors. The reporting inspector will contact BSO inspection support if:
 - (a) the emerging evaluation of the inspection team is that one or more of the BSO Standards is likely to be unmet. The inspector on duty will probe the evidence and provide constructive support and challenge to the evaluation process. The inspector on duty cannot conclude that a standard is met or unmet.
 - (b) the emerging evaluation of the inspection team is that there is a relative weakness in one or more of the BSO standards, but the standards are met and the criteria for proportionality apply.
112. Following the inspection, the reporting inspector is responsible for writing the inspection report in accordance with ISI's requirements regarding quality and clarity, and submitting the inspection evidence to ISI, within four days of the end of the on-site inspection.
113. The inspection report and inspection evidence are quality assured by an editor. The editor provides feedback to the reporting inspector along with any suggested amendments to the report. The reporting inspector is responsible for responding to the editor's comments and suggestions promptly and making any necessary amendments to the inspection report in a timely manner.
114. If the editor has serious concerns about the quality of the inspection report, the inspection judgments or the inspection evidence, the editor will refer the matter to the Director of Inspection Quality. The Director of Inspection Quality may consider that enhanced quality assurance is necessary, which may include a review of all the inspection evidence. If concerns persist, the Director of Inspection Quality will refer the matter to the Senior Director Inspections who will consider appropriate next steps, which could include, a change of judgements (if supported by the

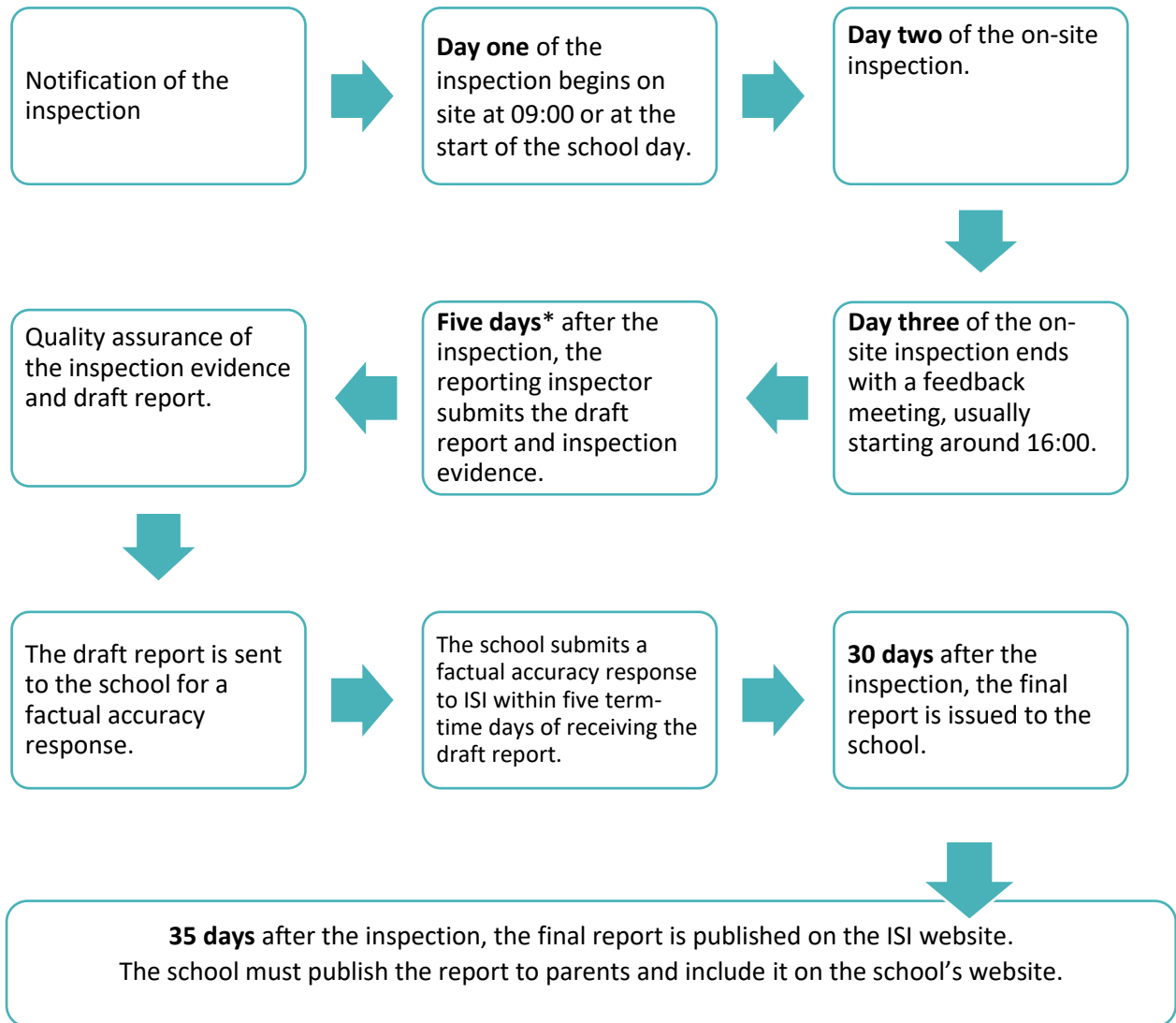
evidence).

115. Following quality assurance of the inspection report and inspection evidence, a draft version of the inspection report is sent to the school for factual accuracy comments. The school has four working days to respond to the factual accuracy check. The reporting inspector is responsible for considering and responding to the school's comments; making amendments to the report, where appropriate or explaining why suggested amendments are not appropriate.
116. Following the inspection, the reporting inspector provides developmental feedback for the team inspectors about the quality of their work and their conduct. The team inspectors provide feedback on the process of the inspection and the leadership of the reporting inspector.
117. ISI invites all schools to comment about their experiences of the inspection. ISI welcomes all feedback in order to develop and improve processes.
118. ISI has a complaints process. As outlined in ISI's complaints policy, school leaders should raise their concerns informally during the inspection with the reporting inspector or contact ISI within four term-time working days after the end of the on-site inspection to request a phone call.

The inspection process and indicative timeline

119. The following indicative timeline is representative of the inspection process. Enhanced quality assurance, including as part of the complaints process, may extend the process. School holidays may also extend the process.

*Days refer to school term-time working days and do not include weekends or bank holidays.



Evaluation and reporting

120. Inspectors will evaluate and report on the extent to which schools are meeting the BSO Standards.
121. For reporting purposes, all BSO standards are mapped to each section of the ISI Framework. In considering the extent to which schools meet the BSO Standards, inspectors will focus on evaluating evidence against the ISI Framework structure and will not use a checklist approach based on the individual standards. This aligns with ISI's thematic approach to inspection.
122. Inspectors will evaluate the evidence of leaders' decision-making and the impact of that decision-making in all areas of the ISI Framework. They will consider how leaders' decisions have impacted the processes and provision in schools. Inspectors will consider the impact of the school's processes and provision on the outcomes for pupils in terms of actively promoting their wellbeing (as defined in s10(2) of the Children Act 2004). This will be evaluated in accordance with the ISI BSO Framework.

123. Inspectors will identify and report on the relative strengths and weaknesses of the school's work and its impact on pupils in each of the sections of the ISI Framework. This will ensure that inspection reports 'tell the story' of the school.
124. Inspectors will:
- report whether BSO standards are met consistently
 - where all the BSO Standards are met, discuss and report recommended next steps
 - where Standards are not met, identify and report improvements that must be made through areas for action and may also discuss and report recommended next steps
 - report on any serious and/or multiple failings in provision.

Quality of decision-making at the school

125. The inspection team will evaluate the quality of decision-making at the school and its impact for pupils across all sections of the Framework.
126. The report will include one of the following paragraphs in the summary section of the inspection report:

Provision at the school meets all the requirements of the BSO Standards. The quality of leaders' decision-making and its implementation across all sections of the BSO Framework exceeds requirements. This results in demonstrable and highly beneficial impact for pupils throughout the school.

OR

Provision at the school meets the requirements of the BSO Standards. The quality of leaders' decision-making and its implementation across all sections of the BSO Framework exceeds requirements in most areas (resulting in a demonstrable and highly beneficial impact for pupils in these areas) and meets requirements in the remainder.

OR

Provision at the school meets the requirements of the BSO Standards.

OR

Provision at the school meets the requirements of the BSO Standards with minor issues identified for improvement and/or the principle of proportionality has been applied.

OR

Provision at the school does not meet the requirements of the BSO Standards. As a result, there are areas for action relating to unmet standards. These areas for action

must be addressed in full and confirmed by inspection before ISI can recommend to the DfE that the school may be accredited as a British School Overseas.

127. The requirement to meet the BSO Standards is subject to the proviso regarding host country legislation set out in paragraphs 6 and 7 of this document.

Additional subject focus areas

128. For BSO inspections from September 2025 onwards, schools may choose to add additional subject focus areas to an inspection. This is an optional part of the inspection process.
129. The specific subject focus areas will be agreed in advance of the inspection but will be restricted to academic subject areas. A maximum of two subject areas can be included in the inspection.
130. An additional team member will be added to the inspection team to support the team in gathering the evidence.
131. The evidence gathering activities will include:
 - discussions with leaders to discuss the curriculum and extra-curricular provision and leaders' evaluation of the effectiveness of the provision in subjects
 - discussions with subject leaders focusing on their evaluation of assessment information
 - discussions with staff and joint reviews of pupils' work to discuss progress
 - discussions with pupil about their experiences in subjects
 - discussions with pupils with their books to review pupils' progress joint observations of lessons
 - observations of any linked extra-curricular activities.
132. A separate report will be written and sent to the school at the same time as the BSO inspection report. This will be separate to the published report, confidential to the school and not published by ISI.
133. The written report will inform leaders and proprietors about aspects such as:
 - A summary of pupils' progress and attainment in the relevant subjects, including for particular groups of pupils
 - The effectiveness of leaders' provision in raising achievement
 - The experiences of pupils in the specified subjects, including the effectiveness of teaching across different sections and age groups
 - The effectiveness of self-evaluation and development planning for the subject areas
 - The effectiveness of teaching resources and training for staff
 - the strengths and areas for development, focusing on the work of leaders and its impact on the outcome for pupils
 - recommendations for improvement where appropriate.
134. The school will also receive verbal feedback at the end of the inspection relating to the additional areas of subject focus.
135. The written report will include separate feedback for each subject area.

136. Inspectors who undertake the inspection of additional subject focus areas will contribute to the overall judgment of the inspection with regard to whether BSO standards are met. If inspectors find, as a result of undertaking additional focus activities, that BSO standards are not met, this will be included in the main inspection report.

Evaluating section one of the framework: Leadership and management, and governance

137. Inspectors will pay due regard to Section 1 of the ISI Framework, which details the areas of provision that are relevant to this section.

Section one: sources of evidence

138. Inspectors will consider a range of sources of evidence, including evidence of how proprietors assure themselves that leaders and managers are fulfilling their responsibilities to ensure that all of the Standards are met.
139. Inspectors will consider the effectiveness of leadership and management at all levels.
140. Other sources of evidence include, but are not limited to:
- evidence from all sections of the Framework that demonstrates to what extent the school is meeting the Standards
 - discussions with the proprietors to consider:
 - how well they know the school including their involvement in the school's evaluation of its strengths and areas for development
 - how they ensure that leaders have the necessary knowledge and skills to ensure that the Standards are consistently met
 - how they assure themselves that leaders fulfil their responsibilities to meet the Standards
 - how they know that the Standards are met consistently so that the school actively promotes the wellbeing of pupils
 - assurance that the school is taking all reasonable steps to enable access to both the curriculum and also the accommodation and facilities for pupils with specific needs
 - minutes of any meetings related to governance to evaluate how well the proprietors support leaders and hold them to account
 - meetings with leaders to discuss their views of the school's strengths and weaknesses (self-evaluation) and the progress and impact of their plans for improvement
 - documentary evidence, including of any self-evaluation and improvement planning
 - discussions and documentary evidence relating to leaders' assessment and mitigation of the risks at the school in any area of provision, including but not limited to safeguarding and health and safety matters, and any contextual risks that may be relevant to the context of the school

- discussions with pupils and staff to evaluate how well leaders have created a positive culture and how leaders address any concerns that pupils and parents may have about any negative aspects of that culture that may exist
- evidence of the complaints process in action, including by looking at examples chosen by inspectors on site. It is not for inspectors to judge whether the outcome of the school's complaints process is appropriate. Inspectors will look at evidence that the school has followed proper process, as outlined in Part 7 of the BSO Standards. Inspectors will also consider any trends in complaints made by parents that might indicate areas of concern in the school's processes or policies
- review of the school's website and other sources of information for parents, including necessary school policies to ensure that the necessary information is provided or made available to parents as outlined in Part 6 of the BSO Standards.
- inspectors will seek assurance that the school rejects the use of corporal punishment
- responses to ISI inspection surveys for pupils, staff and parents that relate to leadership and management and to any related Standards
- discussions with leaders and staff in boarding and with boarders to consider boarding principles and practice, the management of boarding, risk assessment and management of complaints from parents and boarders.

Section one: Standards and regulations

British Schools Overseas Standards	
All parts of the BSO Standards and specifically	
Part 3	
16	The standard in this paragraph is met if the proprietor ensures that –
16(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
16(b)	appropriate action is taken to reduce risks that are identified
Part 6	
32(1)	The standard about the provision of information by the school is met if the proprietor ensures that –
32(1)(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
32(1)(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
32(1)(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
32(1)(d)	following an inspection a copy of the report of the latest inspection against BSO standards (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each pupil
32(1)(e)	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 except that no report need be provided where the parent has agreed otherwise
32(1)(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
32(2)	The information specified in this sub-paragraph is –
32(2)(a)	the school's address and telephone number and the name of the headteacher
32(2)(b)	Either: –
32(2)(b)(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

32(2)(b)(ii)	where the proprietor is a body of persons, the address and telephone number of its registered or principal office
32(2)(c)	where there is a governing body, the name and address for correspondence of its Chair; and
32(2)(d)	a statement of the school's ethos (including any religious ethos) and aims
32(3)	The information specified in this sub-paragraph is –
32(3)(a)	particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions
32(3)(b)	particulars of educational and welfare provision for pupils with special educational needs and pupils for whom English is an additional language
32(3)(c)	particulars of the policy referred to in paragraph 2
32(3)(d)	particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13
32(3)(e)	particulars of the school's academic performance during the preceding school year, including the results of any public examinations
32(3)(f)	details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year
Part 7	
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 deals with the handling of complaints from parents of pupils and which –
33(a)	is in writing
33(b)	is made available to parents of pupils
33(c)	sets out clear time scales for the management of a complaint
33(d)	allows for a complaint to be made and considered initially on an informal basis
33(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
33(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
33(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
33(h)	allows for a parent to attend and be accompanied at a panel hearing if they wish

33(i)	provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations –
33(i)(i)	is provided to the complainant and, where relevant, the person complained about; and
33(i)(ii)	is available for inspection on the school premises by the proprietor and the headteacher
33(j)	provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and –
33(j)(i)	states whether they are resolved following a formal procedure, or proceed to a panel hearing; and
33(j)(ii)	details action taken by the school as a result of these complaints (regardless of whether they are upheld); and
33(k)	provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where local legal requirements permit access.
Part 8	
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 –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
34(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.
Minimum Standards for Boarding	
MSB 1	(Statement of boarding principles and practice)
MSB 2	(Management of boarding)
MSB 9.3–9.5	(Risk assessment and major incident)
MSB 14	(Complaints)

Evaluating section two of the framework: Pupils' education, training and recreation

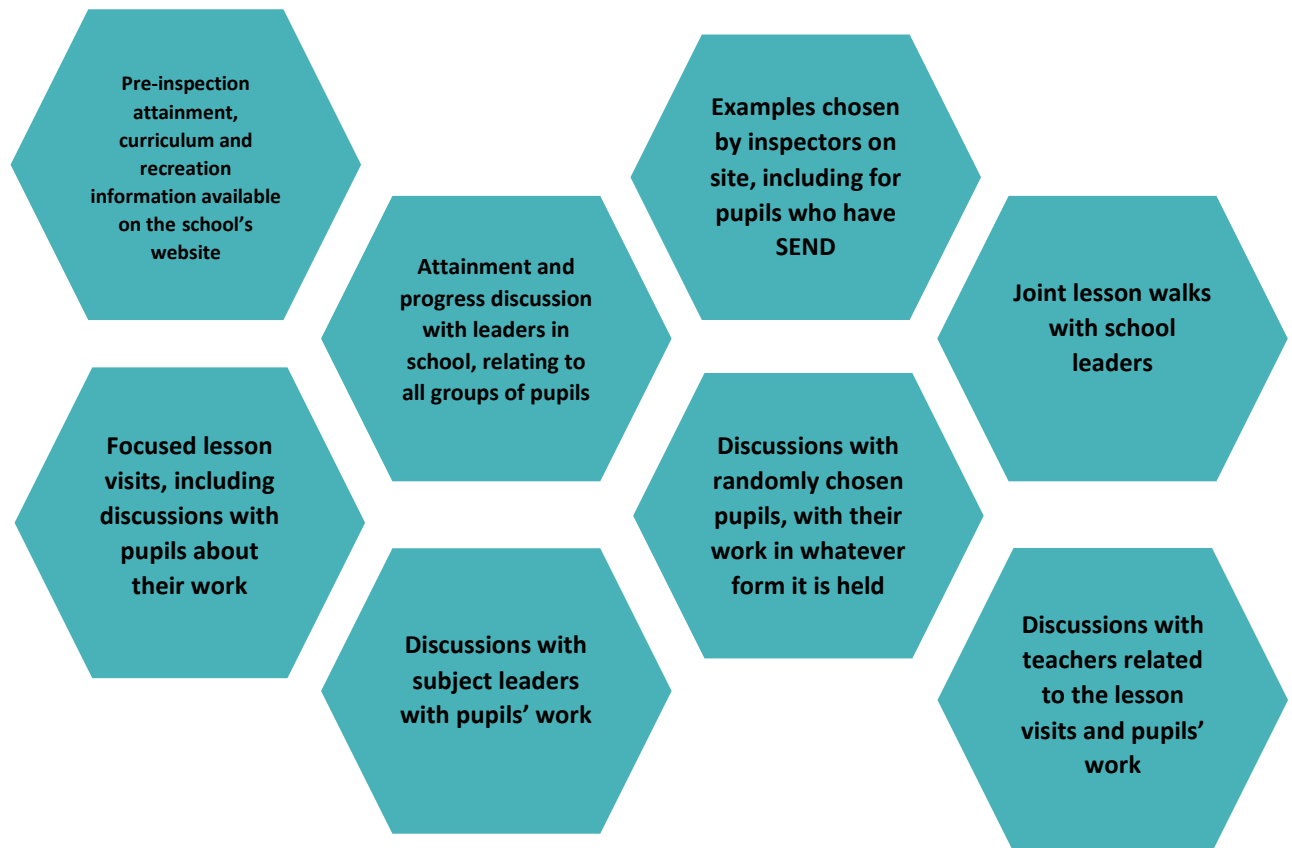
141. Inspectors will pay due regard to Section 2 of the ISI Framework, which details the areas of provision that are relevant to this section.

Section two: sources of evidence

142. Inspectors will consider a range of sources of evidence, including evidence of how those with governance responsibility assure themselves that leaders and managers are fulfilling their responsibilities to ensure that the Standards relating to pupils' education, training and recreation are met.
143. Other sources of evidence include, but are not limited to:
- discussions with leaders and documentary evidence of the school's evaluation of pupils' progress and attainment. Inspectors will evaluate the school's attainment information in public examinations for all groups of pupils. Inspectors will ask school leaders to provide their evaluation of pupils' progress in the school and consider the ambition of any benchmarks that the school uses. Inspectors will want to understand the action leaders are taking to address any underperformance of any pupils
 - discussions with leaders and documentary evidence to understand and evaluate the school's curriculum provision, including any reasonable adjustments made for pupils with a disability. Inspectors will assess whether the school is providing a programme of activities that are appropriate to pupils' needs in the areas of linguistic; mathematical; scientific; technological; aesthetic and creative; and speaking, listening, literacy and numeracy
 - discussion with leaders and staff and documentary evidence of the effectiveness of the school's approach to assessment
 - direct observations of teaching and learning across a range of subjects and year groups, including some joint lesson walks with senior leaders and focused lesson observations by inspectors.
 - Inspectors will consider:
 - how effectively lessons are planned
 - how teaching:
 - demonstrates good knowledge and understanding of the subject matter being taught with understanding of the aptitudes, needs and prior attainment of pupils, gained from regular and thorough assessment of pupils' work
 - uses effective teaching methods and activities
 - manages class time and pupils' behaviour well
 - uses a range of good quality classroom resources well so that all pupils:
 - acquire new knowledge, increase their understanding, and develop their skills (make good progress) in the subjects taught
 - are interested in their work
 - apply intellectual, physical and creative effort
 - act responsibly
 - are self-motivated, thinking and learning for themselves

- inspectors will not make a judgment about individual lessons but consider the typicality of their evaluations across a range of lesson visits. Inspectors will evaluate and draw conclusions about what is typical in particular subject areas, across year groups or throughout the school
- direct observations of recreational activities and evidence of the offer and take up of recreational activities
- discussions with teachers, including any subject leaders, to explore curriculum provision and assessment processes
- discussions with pupils in their lessons, where appropriate to consider the context of the lesson observation and to review pupils' progress in their work
- scrutiny of pupils' work including with staff and pupils to include work that is held digitally
- discussions with pupils about their work and their opportunities for recreation
- discussions with staff and pupils along with documentary evidence of the opportunities for recreation, and the take-up by pupils
- discussions with staff who oversee and teach pupils with special educational needs and/or disabilities (SEND), including examples chosen by inspectors on site. Inspectors will be interested to understand how the school supports pupils who have SEND and how it measures the impact of any support on the progress of pupils. Inspectors will remember that pupils who have SEND can have a range of diverse needs, they cannot be viewed as a homogenous group. For this reason, inspectors will consider specific examples they choose during the inspection
- discussions with staff who oversee and teach pupils who speak English as an additional language or any other significant groups of pupils in the school. Inspectors will be interested to understand how the school measures the impact of any additional support and leaders' views of the progress of these groups
- information from the school's website and other sources of information for parents including that which relates to the curriculum and pupils' achievement
- responses to ISI inspection surveys for pupils, staff and parents
- inspectors will be alert to any evidence that teaching undermines fundamental British values or discriminates against pupils contrary to Part 6 of the UK Equality Act 2010
- inspectors will consider the arrangements to provide for boarders' activities and free time, taking into account the requirements of MSB 18.

144. Triangulation of evidence for section two of the framework



Section two: Standards and regulations

British Schools Overseas Standards	
Part 1	
2(1)	The standard in this paragraph is met if –
2(1)(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
2(1)(b)(i)	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; and
2(1)(b)(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(2)	for the purposes of paragraph (2)(1)(a), the matters are –
2(2)(a)	full-time supervised education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
2(2)(b)	that pupils acquire speaking, listening, literacy and numeracy skills
2(2)(c)	where the principal language of instruction is a language other than English, lessons in written and spoken English
2(2)(f)	where the school has pupils under the age of 5, a programme of activities is provided which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
2(2)(g)	where the school has pupils over the age of 16, a programme of activities is provided which is appropriate to their needs
2(2)(h)	that all pupils have the opportunity to learn and make progress
2(2)(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 –
3(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
3(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
3(c)	involves well-planned lessons and effective teaching methods, activities and management of class time
3(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

3(e)	demonstrates good knowledge and understanding of the subject matter being taught
3(f)	utilises effectively classroom resources of a good quality, quantity and range
3(g)	demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress
3(h)	utilises effective strategies for managing behaviour and encouraging pupils to act responsibly
3(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
3(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
Minimum Standards for Boarding	
MSB 18	(Activities and free time)

Evaluating section three of the framework: Pupils' physical and mental health and emotional wellbeing

145. Inspectors will pay due regard to Section 3 of the ISI Framework, which details the areas of provision that are relevant to this section.

Section three: sources of evidence

146. Inspectors will consider a range of sources of evidence, including evidence of how those with governance responsibility assure themselves that leaders and managers are fulfilling their responsibilities to ensure that the Standards relating to pupils' physical and mental and emotional wellbeing are met.
147. Other sources of evidence include, but are not limited to:
- discussions with leaders and documentary evidence to understand and evaluate the school's curriculum provision in physical education and personal and health education
 - discussions with pupils, including with their work where appropriate, to evaluate their experience and understanding of the curriculum in these areas
 - documentary evidence, scrutiny of pupils' work and discussions with leaders and pupils to evaluate whether the school has appropriate provision for Relationships Education and Relationships and Sex Education (RSE), including that the school has consulted parents about its policy and has trained staff so that they are confident to deliver a well-planned and assessed RSE curriculum, including to pupils who have SEND
 - in lessons, in discussions with pupils and in pupils' work inspectors will look for evidence that pupils are developing confidence and self-esteem, are creative and can reflect on their experiences
 - scrutiny of the school's logs of incidents of poor behaviour and sanctions, bullying including racist, homophobic and misogynistic bullying and records of sexual harassment and sexual violence and the school's evaluation of these. Inspectors will be interested to hear how leaders have identified any trends and taken action to deal with issues
 - observations of pupils in lessons and around the school, and in boarding, to consider if appropriate supervision is in place
 - examination of any prefect systems or equivalent, including for boarders, to consider roles and responsibilities, training and impact to counter any potential abuse of positions of responsibility
 - the school's completed regulatory audit (if available)
 - a tour of the premises, including for boarders and children in the early years, scrutiny of relevant policies and discussions with leaders and documentary evidence to ensure effective implementation of policy to ensure an appropriate standard of premises and accommodation, with reference to Part 5 of the BSO Standards and minimum standards for boarding schools and relevant health and safety and fire legislation and that safe evacuation systems are in place
 - scrutiny of the school's admission and attendance registers
 - evidence of appropriate first aid training and administration, including for boarders
 - observation of mealtimes, including for boarders
 - discussions with boarding staff, leaders and boarders to consider compliance with other boarding schools requirements that relate to this section including for:

- induction travel arrangements at the beginning and end of terms
- contact with parents and use of electronic communication methods
- avoidance of favouritism and supervision
- procedures for storing possessions
- regular laundry provision
- systems for boarders to share views and raise concerns
- responses to ISI inspection surveys for pupils, staff and parents

Section three: Standards and regulations

British Schools Overseas Standards	
Part 1	
2(1)	The standard in this paragraph is met if –
2(1)(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
2(1)(b)(i)	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; and
2(1)(b)(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(2)(d)	personal, social, health and economic education which –
2(2)(d)(i)	reflects the school's aim and ethos; and
2(2)(d)(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.
2A(1)	The standard in this paragraph is met if the proprietor:
2A(1)(a)	ensures that all pupils provided with primary education at the school are provided with relationships education
2A(1)(b)	ensures that all pupils provided with secondary education at the school are provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)
2A(1)(c)	makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b)
2A(1)(d)	consults parents of pupils at the school before making or revising a statement under sub-paragraph (c); and
2A(1)(e)	publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
2A(2)	Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.
2A(3)	Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under the age of 5

Part 2	
5	The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor -
5(b)	ensures that principles are actively promoted which –
5(b)(i)	enable pupils to develop their self-knowledge, self-esteem and self-confidence
Part 3	
9	The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that –
9(a)	a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupils' misbehaviour
9(b)	the policy is implemented effectively; and
9(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 that the relevant fire safety laws in the host country are complied with and that a written fire safety policy is drawn up and effectively implemented.
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 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 the relevant host country laws.
Part 5	
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 –
23(1)(a)	suitable toilet and washing facilities are provided for the sole use of pupils

23(1)(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
23(1)(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.
23(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 –
24(1)(a)	accommodation for the medical examination and treatment of pupils
24(1)(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
24(1)(c)	where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.
24(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).
24(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 other 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 –
27(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

27(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 –
28(1)(a)	suitable drinking water facilities are provided
28(1)(b)	toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water
28(1)(c)	cold water supplies that are suitable for drinking are clearly marked as such; and
28(1)(d)	the temperature of hot water at the point of use does not pose a scalding risk to users.
28(2)	The facilities provided under sub-paragraph (1)(a) will be suitable only if –
28(2)(a)	they are readily accessible at all times when the premises are in use; and
28(2)(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 –
29(1)(a)	physical education to be provided to pupils in accordance with the school curriculum; and
29(1)(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 4 of the Minimum Standards for Boarding Schools.
31	For the purposes of this Part –
31(a)	‘physical education’ includes the playing of games
31(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 the context of ‘suitable’ within the host country; and
31(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.
Minimum Standards for Boarding	
MSB 4	(Boarding accommodation)
MSB 5	(Boarders’ possessions)
MSB 6	(Food and drink)
MSB 7	(Boarders’ health and wellbeing)
MSB 9.1, 9.2	(Health and safety)
MSB 10	(Fire safety)
MSB 11.1 – 11.3	(Induction, travel and staff support)
MSB 12	(Contact with parents)

MSB 13	(Securing boarders' views)
MSB 15	(Behaviour)
MSB 16	(Bullying)
MSB 17	(Promoting good relationships)
MSB 20	(Staffing and supervision)
MSB 21	(Prefects)
MSB 22.3	(Guardianship promotes boarders' wellbeing)

Evaluating section four of the framework: Pupils' social and economic wellbeing, and contribution to society

148. Inspectors will pay due regard to Section 4 of the ISI Framework, which details the areas of provision that are relevant to this section.

Section four: sources of evidence

149. Inspectors will consider a range of sources of evidence, including evidence of how those with governance responsibility assure themselves that leaders and managers are fulfilling their responsibilities to ensure that the Standards relating to pupils' social and economic wellbeing, and contribution to society are met.
150. Other sources of evidence include, but are not limited to:
- discussions with pupils to evaluate whether they have an age-appropriate understanding of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and demonstrate knowledge and respect of the different groups
 - discussions with boarders and boarding staff and scrutiny of records to ensure that boarders are free from discrimination
 - in lessons, in discussions with pupils, in pupils' work and in documentary evidence, inspectors will consider evidence that pupils:
 - are interested in learning about the world around them and can reflect on their own experiences, and appreciate that others might have different views and beliefs
 - are willing to contribute to the lives of those living and working in the locality in which the school is situated, and to society more widely
 - are aware of the cultural differences that exist around them and aware of the cultural traditions that shape their lives and the lives of others
 - understand and respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
 - understand the laws and obligations of life in the host country, and how those might differ between different international jurisdictions
 - are well prepared for their future life as global citizens, developing an awareness of political, environmental and economic forces that shape the modern world.

- observations of pupils in lessons and around the school to evaluate their behaviour, their attitudes and relationships with others around them and that pupils understand the differences between right and wrong
- discussions with leaders and scrutiny of records, and documents to evaluate how the school ensures that pupils are offered a balanced presentation of opposing views of political issues, and the promotion of partisan political views is precluded, including in available literature, extra-curricular activities or when visiting speakers or groups engage with pupils
- discussions with pupils and leaders and scrutiny of records and documents to consider the impact of leaders' decision-making regarding the school's impartial careers guidance. While there is no preferred method for careers guidance, inspectors will be interested to hear from leaders whether they engage with the Gatsby principles³.
- responses to ISI inspection surveys for pupils, staff and parents

Section four: Standards and regulations

British Schools Overseas Standards	
Part 1	
2(1)	The standard in this paragraph is met if –
2(1)(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
2(1)(b)	the written policy, plans and scheme of work -
2(1)(b)(i)	take into account the ages, aptitudes and needs of all pupils, including those pupils with special educational needs; and
2(1)(b)(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(2)	For the purposes of paragraph (2)(1)(a), the matters are –
2(2)(d)	personal, social, health and economic education which –
2(2)(d)(i)	reflects the school's aim and ethos; and
2(2)(d)(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
2(2)(e)	for pupils receiving secondary education, access to accurate, up-to-date careers guidance that –
2(2)(e)(i)	is presented in an impartial manner
2(2)(e)(ii)	enables them to make informed choices about a broad range of career options; and
2(2)(e)(iii)	helps to encourage them to fulfil their potential

³ <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

2(2)(i)	effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society
Part 2	
5	The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor –
5(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
5(b)	ensures that principles are actively promoted which –
5(b)(ii)	enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
5(b)(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
5(b)(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 their host country
5(b)(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
5(b)(vi)	encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
5(b)(vii)	encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
5(c)	precludes the promotion of partisan political views in the teaching of any subject in the school; and
5(d)	takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils –
5(d)(i)	while they are in attendance at the school
5(d)(ii)	while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
5(d)(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.
Minimum Standards for Boarding	
MSB 3	(Inclusion, equality and diversity)

Evaluating safeguarding

Safeguarding: sources of evidence

151. Inspectors will consider a range of sources of evidence, including evidence of how those with governance responsibility assure themselves that leaders and managers are fulfilling their responsibilities to ensure that the Standards relating to safeguarding are met.
152. Evidence relating to safeguarding can arise across any of the four sections of the framework. Inspectors must be alert to any safeguarding issues throughout the inspection.
153. With regard to safeguarding, inspectors will evaluate whether or not the school is meeting the requirements of the Standards. Although non-statutory in an international context, schools should incorporate the requirements of [Keeping children safe in education](#), [Working together to safeguard children](#), [The Prevent duty guidance](#) and other related guidance wherever possible by considering the school's culture of safeguarding which is underpinned by:
 - effective training for those responsible for safeguarding (DSL and any deputies)
 - effective training for all adults to recognise and report safeguarding concerns
 - identification and sharing of contextual risks and mitigations
 - systems and processes that work to protect pupils and that exercise urgency in referring to appropriate agencies where there are concerns
 - persistence in gaining help to protect pupils including for early help and for those who are at risk of harm or have been harmed
 - working productively with local agencies involved in safeguarding
 - attitudes that are alert to the possibility that 'it could happen here' and 'to think the unthinkable' as well as a determination to put the needs of children first
 - clear and effective record keeping in accordance with statutory guidance.
154. Other sources of evidence include, but are not limited to:
 - review of the safeguarding policies of the school (including for child protection and extremism) and their implementation
 - discussions with senior leaders and those responsible for safeguarding to determine the effectiveness of the implementation of appropriate safeguarding policies. Inspectors will want to understand how the school's policies ensure that all members of the school community can contribute to the effective safeguarding of pupils
 - discussions with members of staff to evaluate their understanding of how to act if they have concerns about pupils and if they have concerns about the behaviour of adults and/or other pupils
 - review of records and documentary evidence, including examples chosen by inspectors on site, to ensure that safeguarding concerns, including for child protection, concerns about staff and any concerns linked to concerns about radicalisation are managed appropriately
 - discussions with pupils to consider their understanding of how to keep themselves safe, including online, and their understanding of how they can seek help

- discussions with proprietors to evaluate their understanding of their responsibilities and how they ensure that the school takes into account guidance including Keeping Children Safe in Education
- responses to ISI inspection surveys for pupils, staff and parents
- discussions with boarders and boarding staff to consider to what extent the school meets the minimum standards for boarding related to safeguarding, independent listening, educational guardians, lodgings and host families
- scrutiny of the single central record to check the effectiveness of the system to ensure safer recruitment checks are completed for adults, including staff, volunteers and the proprietors. Inspectors will review the single central record on site and sample checks, focusing particularly on adults who have been recruited since the previous inspection
- The chart explains the information required for an effective and single central record that meets the requirements
- All checks marked 'yes' must be completed, whether or not they are recorded on the SCR. All checks marked '**yes**' in bold must be recorded on the single central record (SCR).

Staff recruitment checks over time

Date of appointment	Pre 1.1.11	1.1.11 to 1.9.17	1.9.17	14.8.23 to date	Pre-appointment?
Barred list	✓ Note 1	✓	✓ Note 2	x	✓ Note 2
Identity	✓	✓	✓	✓	✓
Medical fitness	✓	✓	✓	✓	✓
Qualifications, where appropriate	✓	✓	✓	✓	✓
Right to work in the host country	✓	✓	✓	✓	✓
ICPC for those who have lived or worked in the UK				✓* Note 3	✓
Criminal record checks , including equivalents in the host country, and other countries	✓	✓	✓	✓* Note 4	✓ Note 4
Previous employment history/CV	✓	✓	✓	✓* Note 5	✓ Note 5
References	✓	✓	✓	✓* Note 5	✓ Note 5
Prohibition from teaching orders – and/or equivalents locally or overseas			✓	X*	✓ Note 6
Prohibition from management directions (section 128 directions)			✓	X*	✓ Note 7
The appointment adheres to all laws related to their role in accordance with the host country				✓	

* Those checks marked * may not be listed in the standards but still need to be undertaken when relevant as part of the school having regard to safeguarding guidance, and schools should continue to include them on the SCR. The section towards the end of this Part gives further details.

	<p>Note 1 BSOs are expected to make reasonable efforts to ensure that staff employed before BSO standards began, or before the school applied for BSO recognition, are vetted to a similar level as recent staff so far as practicable. See the main body of the text for more guidance.</p> <p>Note 2 Barred list checks were required, where available, for staff from the UK or who have worked in the UK, and who will be working in regulated activity in the BSO. However, the ability for BSOs to carry out this check was removed in 2020 and it is no longer a requirement.</p> <p>Note 3 Although ICPC became part of the standards from August 2023, schools in the Channel Islands and the Isle of Man have legal access to UK DBS checks, and such schools should undertake an enhanced DBS check instead of obtaining an ICPC.</p> <p>Note 4 Criminal record checks from relevant countries were a requirement before August 2023. From August 2023 the wording of the standard is that if an ICPC is not available then further checks are made as considered appropriate. A criminal record check, or a police certificate, should be the check of preference. See main body of text for advice about when they are available, alternatives and risk management expectations when checks are not available before the expected work commencement date.</p> <p>Note 5 From the introduction of BSO standards in 2011 until September 2017, BSOs were expressly required to take up employment history and references. From September 2017, this approach is to be considered part of the suitability checking now expressed in generalised terms and required 'to the extent possible'. From August 2023, these checks should be included as part of a school's safeguarding procedures as well as 'further checks' under 18(2)(d). See main body of text for more detail.</p> <p>Note 6 From BSO standards introduced in 2017 until August 2023, BSOs were expressly required to carry out prohibition from teaching checks, if available. From August 2023, schools should carry out these checks where possible as part of safeguarding procedures as well as 'further checks' under 18(2)(d). See main body of text for more detail.</p> <p>Note 7 From BSO standards introduced in 2017 until August 2023, BSOs were expressly required to carry out section 128 checks, if available. From August 2023, schools should carry out these checks where possible as part of safeguarding procedures for any proprietor/governor who has lived/worked in the UK.</p>
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Recruitment checks over time – individual proprietors, chairs and members of bodies

Date of appointment	Pre-1.1.11	1.1.11 to 1.9.17	15.9.17 to 14.8.23	14.6.23 to present
Barred list check	(Note 1)	✓ (Note 2)	✓	
Prohibition from teaching or equivalent check in host country or overseas		(Note 3)	✓	
Prohibition from management of an independent school, or equivalent check in host country or overseas		(Note 3)	✓	
Local requirements			✓	✓
Identity		✓	✓	✓
Right to work in host country		✓	✓	✓
Suitability checks including criminal records, where appropriate			✓	*
Certificates of good conduct, where practicable, from all countries where prop has resided			✓	*
Relevant checks as related to their role in accordance with the law of the host country				✓
<p>* Those checks marked * may not be listed in the standards but still need to be undertaken when relevant as part of the school having regard to safeguarding guidance, and schools should continue to include them on the SCR.</p>				
<p>Note 1 BSOs should ensure so far as practicable that pre-existing proprietors have been subject to the same suitability checks as recent appointees.</p> <p>Note 2 Proprietorship is not itself a regulated activity but a proprietor who will have regular unsupervised access to pupils would engage/intend to engage in regulated activity.</p> <p>Note 3 Prohibition checks, where available, became an express requirement of the BSO Standards from September 2017. Until then they were strongly recommended as best practice, to achieve parity with schools in England. Prohibition from teaching checks have applied in England from April 2012. Prohibition from management checks have applied in England from August 2015.</p>				

Safeguarding: Standards and regulations

British Schools Overseas Standards	
Part 3	
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 relevant laws of the host country.
8	The standard in this paragraph is met if the proprietor ensures that –
8(a)	arrangements are made to safeguard and promote the welfare of boarders* while they are accommodated at the school; and
8(b)	such arrangements have regard to the Minimum Standards for Boarding Schools specified in Part 9 where applicable.
	* Boarder means a pupil for whom a school provides accommodation, whether or not the pupil is a pupil at that school
Part 4	
17	The standards about the suitability of staff*, supply staff and proprietors are contained in this part
	*Interpretation – Staff means any person working at the school whether under a contract of employment, under a contract for services or otherwise than under a contract, but does not include supply staff or a volunteer.
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
18(2)	The standard in this paragraph is met if –
18(2)(a)	the proprietor carries out appropriate checks to confirm in respect of each such person—
18(2)(a)(i)	the person's identity ;
18(2)(a)(ii)	the person's medical fitness ;
18(2)(a)(iii)	the person's right to work in the host country;
18(2)(a)(iv)	where appropriate, the person's qualifications ; and
18(2)(b)	the proprietor ensures that where a person has ever worked, or currently works in the UK that they supply the school with an International Child Protection Certificate (ICPC);
18(2)(c)	the proprietor ensures that, in the case of any person living or having lived outside the host country, where obtaining the certificate at 18 (2) (b) is not sufficient to establish the person's suitability to work in a school, further checks are made as considered appropriate ;
18(2)(d)	the proprietor ensures that the appointment of the person adheres to all laws related to their role in accordance with the host country ;

	and in light of the information from the checks referred to in paragraphs (a)-(d) the proprietor considers that the person is suitable for the position to which the person is appointed.
18(3)	The checks referred to in sub-paragraphs (2 a-c) should be completed before a person's appointment.
19 (1)	This paragraph relates to the suitability of supply staff at the school
19(2)	The standard in this paragraph is met if –
19(2)(a)	the proprietor ensures that the person is offered for supply in line with all laws related to their role in accordance with the host country;
19(2)(b)	the person only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;
19(2)(c)	before a person begins work at the school the proprietor should ensure the person's identity is checked (irrespective of any other checks that are carried out before the person is offered for supply).
20(1)	The standard in this paragraph relates to the suitability of the proprietor of the school
20(2)	The standard in this paragraph is met if –
20(2)(i)	relevant checks have been conducted on the proprietor (be they an individual or a body of persons) adhering to laws related to their role in accordance with the host country.
21(1)	The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (4) as is applicable to the school in question.
21(2)	The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.
21(3)	The information referred to in this sub paragraph is:
21(3)(a)	in relation to each member of staff (S) whether:
21(3)(a)(i)	S's identity was checked;
21(3)(a)(ii)	a check of S's right to work in the host country was made;
21(3)(a)(iii)	checks were made to ensure, where appropriate, that S had the relevant qualifications;
21(3)(a)(iv)	checks were made, where appropriate, pursuant to paragraph 18 (2) (b), and the date the certificate was obtained;
21(3)(a)(v)	checks were made, where appropriate, pursuant to paragraph 18 (2) (c), including the date on which each such check was completed;
21(3)(a)(vi)	checks were made, where appropriate, pursuant to paragraph 18 2 (d).
21(4)	The information referred to in this sub paragraph is:

21(4)(a)	in relation to an individual or body of persons, checks were made, where appropriate, pursuant to paragraph 20 (2) (i).
Minimum Standards for Boarding	
MSB 8	(Safeguarding)
MSB 11.4 – 11.6	(Independent listening, contact and advocacy)
MSB 19	(Recruitment and checks on adults)
MSB 22	(Educational guardians) NB 22.3 included in Section 3
MSB 23	(Lodgings and host families)

Evaluating provision for children under five

155. Where schools have provision for children under 5, inspectors will evaluate this provision in accordance with the requirements of the ISI BSO Framework. Although this is not a requirement for international schools, many will base their provision on the UK [Early years foundation stage statutory framework](#), and inspectors will be familiar with this framework.
156. Inspectors will collect robust evidence to support the extent to which the needs of children under 5 are met. Inspectors will complete a range of activities similar to those used in inspection of the remainder of the school. They will be interested to hear how leaders evaluate the progress children are making but will not expect any particular tracking data or information in any particular format.
157. Inspectors will complete a learning walk with the setting leader. This will help them to find out about the curriculum aims and the key knowledge and skills that leaders want children to develop. The inspector will find out how staff, spaces and resources are used to deliver the curriculum. The learning walk also provides an opportunity to discuss staff training and development and the impact on teaching and outcomes for children.
158. Inspectors will invite the setting leader, or whoever they decide is most appropriate, to take part in a joint observation. This will help the inspector to evaluate how effectively the curriculum aims are being delivered and will give insight into children's behaviour and attitudes towards learning. The joint observation also provides an opportunity for the leader and inspector to compare their own evaluations of practice. They may also discuss staff support, training and supervision, which can help the inspector evaluate the extent to which standards in relation to training, support and skills are met. If this invitation is declined this will be noted in the evidence. However, inspectors must not infer a negative evaluation if the invitation is declined.
159. Inspectors will gain a broader view of what it is like for children in this setting by completing observations in the early years provision. They must ensure that sufficient time is spent observing different-aged children engaged in both adult-led or child-initiated activities. The inspector may decide on an area of inspection focus. They will consider how well the curriculum aims are being delivered and the outcomes for children. They will also consider how well staff prepare children for the next stage of their education.
160. Inspectors will track the experiences of individual children. They will talk to staff, including the key person, to find out about a sample of children. Through observation they will evaluate the extent to which the educational programme in the prime and specific areas meets their needs, promotes their interests and supports their development. Inspectors must track the experiences of a minimum of two children and where possible this sample should include: a child subject to a child in need or child protection plan; a child who has special educational needs and/or disabilities; and/or a child who speaks English as an additional language.

Boarding provision and the Minimum Standards for Boarding

161. Leadership and management (including the school's governing body and/or proprietor where appropriate) must ensure that arrangements are made to safeguard and promote the welfare of pupils⁴ for whom the school provides accommodation (boarders), which meet the requirements of (as applicable) the minimum standards for boarding.
162. The inspection team will consider how effectively leadership and management (including the school's governing body and/or proprietor where appropriate) actively promotes the wellbeing of boarders at the school when making judgements for the whole school.

⁴ whether or not the pupil is a pupil at the school

Mapping of standards to framework

The standards are mapped for reporting purposes. This mapping indicates the sections of the report where focus areas are most likely to be reported. During inspection there may be overlap between standards and areas of the framework. This aligns with our thematic approach to inspection.

The reporting of systemic areas contained in paragraphs 3 (teaching), 4 (framework for pupils' performance) and 5 (SMSC development) may be reported under any of Sections 2, 3 or 4 of the report depending on the inspection evidence.

Inspectors will consider the relevant MSB requirements in the various sections of the report.

Section 1: Leadership and management and governance	
BSO Standards Part/Paragraph	MSB
All parts and specifically: Part 3, paragraph 16 risk Part 6 all paragraphs provision of information Part 7 all paragraphs complaints Part 8, paragraphs 34 (1)(a),(b) and (c) and 34(2) leadership	MSB 1 (Statement of boarding principles and practice) MSB 2 (Management of boarding) MSB 9.3–9.5 (Risk assessment and major incident) MSB 14 (Complaints)
Section 2: Pupils' education, training and recreation to include pupils' outcomes	
BSO Standards Part/Paragraph	MSB
Part 1, paragraphs 2(1)(a) and (b), (curriculum stem) Part 1, paragraphs 2(2)(a), (b), (c), (f), (g) and (h) curriculum Part 1, paragraphs 3(a), (b), (c), (d), (e), (f), (g), (h), (i), and (j) teaching Part 1, paragraph 4 assessment	MSB 18 (Activities and free time)

Section 3: Pupils’ physical and mental health and wellbeing	
BSO Standards Part/Paragraph	MSB
Part 1, 2(1)(a) and (b), (curriculum stem) Part 1, paragraph 2A RSE Part 1, paragraph 2(2)(d) personal and health only Part 2, paragraph 5(b)(i), spiritual and moral only (self) Part 3, paragraphs 9, 10, 11, 12, 13, 14, 15 behaviour, bullying, H&S, fire, first aid and attendance Part 5 all paragraphs premises and accommodation	MSB 4 (Boarding accommodation) MSB 5 (Boarders’ possessions) MSB 6 (Food and drink) MSB 7 (Boarders’ health and wellbeing) MSB 8 (Supervision and welfare) MSB 9.1, 9.2 (Health and safety) MSB 10 (Fire safety) MSB 11.1 – 11.3 (Induction, travel and staff support) MSB 12 (Contact with parents) MSB 13 (Securing boarders’ views) MSB 15 (Behaviour) MSB 16 (Bullying) MSB 17 (Promoting good relationships) MSB 20 (Staffing and supervision) MSB 21 (Prefects) MSB 22.3 (Guardianship promotes boarders’ wellbeing)
Section 4: Pupils’ social and economic wellbeing and contribution to society, to include careers education	
BSO Standards Part/Paragraph	MSB
Part 1, 2(1)(a) and (b), (curriculum stem) Part 1, paragraphs 2(2)(d), social and economic only Part 1, 2(2)(e) and (i) career and preparation for British society Part 2, paragraphs 5(a), (b)(ii), (iii), (iv) (v), (vi), and (vii) social and cultural (self and society) Part 2, paragraphs 5(c) and (d) partisan views	MSB 3 (Inclusion, Equality and Diversity)

Safeguarding	
BSO Standards Part/Paragraph	MSB
Part 3, paragraphs 7(a)and (b) safeguarding Part 3, paragraphs 8(a) and b) Part 4 all paragraphs suitability	MSB 8 (Safeguarding) MSB 11.4 – 11.6 (Independent listener, contacts and advocacy) MSB 19 (Recruitment and checks on adults) MSB 22 (Educational guardians) (N.B 22.3 included in Section 3) MSB 23 (Lodgings and host families)

Change Log

Version date	Page and paragraph	Change
September 2025	Page 5, paragraph 4	Date this guidance comes into effect changed to September 2025
September 2025	Page 12, paragraph 41	Updated proportionality flow chart for clarification
September 2025	Page 13, paragraph 51	Clarification that the inspection may commence at the start of the school day
September 2025	Page 16, paragraph 62	Additional clarification on expectations upon school leaders and staff, regarding gifts and hospitality
September 2025	Page 23, paragraph 99	The feedback meeting will normally take place about 16:00 on the final day of the inspection
September 2025	Pages 24-25, paragraphs 104-109	Section revised to provide additional detail on the next steps when a school does not meet the BSO Standards
September 2025	Page 27, paragraph 119	Indicative timeline revised to reflect changes outlined above to paragraphs 51 and 99
September 2025	Page 52, Note 3 - Staff recruitment checks	Clarification that schools in the Channel Islands and the Isle of Man should undertake DBS checks on staff
September 2025	Page 52, Notes 6 and 7 - Staff recruitment checks	Clarification that schools should undertake checks for prohibition from teaching and management on staff where this is possible.