

Consultation on proposed changes to  
ISI's complaints procedure and post-  
inspection arrangements

**February 2024**

Consultation closing date: 26 April 2024

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## Introduction

1. ISI is appointed by the Department for Education<sup>1</sup> to inspect association independent schools in England. We are also approved by the Department for Education to inspect British schools overseas, and by the Home Office to inspect private further education colleges.
2. This consultation is in relation to proposed changes to ISI's complaints procedure and post-inspection arrangements. The results of the consultation will be taken into account in the drafting of a revised complaints policy in summer 2024<sup>2</sup>.
3. In line with the terms of ISI's [approval to inspect](#), any changes to our complaints procedure must be agreed with the Department for Education – the regulator for independent schools in England.
4. The consultation will run from 12:00 on 21 February 2024 to 17:00 on 26 April 2024.
5. In line with The Gunning Principles<sup>3</sup>, all proposed revisions to ISI's complaints procedure and post-inspection arrangements are at a formative stage. No final decision will be made or pre-determined by ISI on any of the proposals within the consultation window or before analysis of the findings.
6. For stakeholders, this consultation provides a formal feedback mechanism to raise issues and ideas to help shape this process. ISI is committed to giving all feedback conscientious consideration before any changes are made.
7. The consultation is open to all individuals and organisations who may be impacted by ISI's complaints procedure and post-inspection arrangements. In particular we would like to hear the views of headteachers, governors, proprietors, school associations<sup>4</sup>, and the Department for Education.
8. The proposals developed have been informed by a comprehensive pre-consultation stage.

This included:

- a. An internal review of complaints received during the previous inspection cycle<sup>5</sup>.

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<sup>1</sup> The Secretary of State's power to approve inspectorates is regulated by statute and delegated legislation. The key provisions are in the Education and Skills Act 2008 (section 106). The Secretary of State has a parallel power in relation to the inspection of boarding care in schools in the Children Act 1989 (section 87A).

<sup>2</sup> ISI will also update any other documents and policies accordingly. For example, any changes to ISI's post-inspection arrangements will be updated in the inspection framework and/or inspection handbook.

<sup>3</sup> These principles were developed by the courts within the context of what constitutes a fair consultation. The principles are as follows: a) Proposals are still at a formative stage b) There is enough information to allow 'intelligent consideration' c) There is adequate time for consideration and response d) 'Conscientious consideration' must be given to the consultation responses before a decision is made

<sup>4</sup> Girls' Schools Association, The Heads' Conference, Independent Association of Prep Schools, Independent Schools Association, Independent Schools' Bursars Association, The Association of Governing Bodies of Independent Schools, The Boarding Schools' Association and The Society of Heads

<sup>5</sup> Running between April 2016 and July 2023

- b. An internal review of feedback that ISI has received about our current complaints procedure.
  - c. A pre-consultation survey<sup>6</sup> completed by a representative sample of school leaders who submitted a complaint to ISI between September 2020 and July 2023.
  - d. A series of one-to-one meetings with school associations<sup>7</sup> and nominated representatives on ISI's association inspection meeting (AIM)<sup>8</sup>.
9. ISI is grateful to all association representatives<sup>9</sup> and previous complainants for their constructive and valuable engagement during this stage of the process.

### Scope of the consultation

10. The scope of the consultation relates to complaints made by schools and other education providers about ISI inspections. It also covers procedural aspects of ISI's internal quality assurance and post-inspection arrangements.
11. The process for complaints about ISI's non-inspection work is considered outside of scope.
12. In order to meet the requirements (paragraph k) of the Department for Education's [guidance on the approval of independent inspectorates](#), ISI's complaints procedure must incorporate the following components:
- a. an internal review process using members of the inspectorate who were not involved in the original inspection;
  - b. a mechanism for independent adjudication of complaints;
  - c. arrangements for providing the Department for Education annually with information about the number and nature of those complaints which were considered at the formal stage of the complaints process; and
  - d. arrangements for whistleblowers to voice their concerns about the inspectorate without fear of unfair treatment.
13. ISI's complaints procedure is also required to include provision for the Department for Education to consider deferral of publication of an inspection report on request from a

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<sup>6</sup> This survey was open between 16 January 2024 and 29 January 2024

<sup>7</sup> All associations affiliated to the Independent Schools Council were invited to attend an individual meeting with ISI to share their views on ISI's complaints procedure. The following associations accepted this invitation and met with ISI between 15 December 2023 and 15 January 2024: Girls' Schools Association (GSA), Headmasters' & Headmistresses' Conference (HMC), Independent Association of Prep Schools (IAPS), Independent Schools Association (ISA), Independent Schools' Bursars Association (ISBA), Independent Schools Council (ISC), The Boarding Schools' Association (BSA) and The Society of Heads (SoH)

<sup>8</sup> AIM is an ISI stakeholder group made up of representatives from each school association affiliated to the Independent Schools Council. All members of AIM were invited to attend an individual meeting with ISI to share their views on ISI's complaints procedure

complainant. Any change to this is a decision for the Department for Education and is outside the scope of this consultation.

14. Any general comments that are considered outside of scope will be shared with relevant teams internally and considered as part of wider ongoing organisational feedback. However, they will not be featured in the consultation analysis or ISI's response.

### Promoting the consultation and analysing feedback

15. ISI has planned a range of activities to inform schools and other stakeholders about the proposals and how they can have their say. This includes direct correspondence to senior leaders at all association independent schools and a webinar led by senior ISI staff.
16. Participants are invited to complete a questionnaire, which is available [online](#) or as a hard copy<sup>10</sup>. Participants can also take part in the consultation by [email](#) or by letter in the post<sup>11</sup>.
17. All questions are optional apart from the initial categorisation screening questions.
18. The online questionnaire is set up and hosted by *SmartSurvey*, who take an inclusive design approach to accessibility by considering the needs of all users throughout the design process<sup>12</sup>.
19. Submissions received offline will be read in full and mapped against the open-ended questions. These responses will then be integrated into the final analysis and reported in relation to each question.
20. Online survey, email and hard copy responses will be securely backed up at regular intervals throughout the consultation window. This will be done in line with requirements of the Data Protection Act (2018) and ISI's own [privacy notice](#) and other [internal policies](#) around how we collect, handle and manage data.
21. For reporting and analysis purposes, individual responses will be treated as anonymous and comments may only be categorised into a particular respondent group e.g. headteachers. ISI will also take every step to ensure that any sensitive information which could be attributed to a particular school or historic complaint is not subject to publication or disclosure.
22. ISI has undertaken two initial screening equality impact assessments. These cover the consultation and an evaluation of the impact of proposed changes on different groups. The

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<sup>10</sup> To request a hard copy of the consultation questionnaire please email [consultation@isi.net](mailto:consultation@isi.net).

<sup>11</sup> Send to: Independent Schools Inspectorate, CAP House, 9-12 Long Lane, London, EC1A 9HA

<sup>12</sup> ISI want as many people as possible to be able to participate in this consultation. SmartSurvey take an inclusive design approach to accessibility by considering the needs of disabled users throughout the design process. SmartSurvey are working towards WCAG (Web Content Accessibility Guidelines) 2.1 AA compliance. The WCAG guidelines are the widely accepted standard for web accessibility. If you think this survey is not meeting accessibility requirements or you are print impaired then please email [consultation@isi.net](mailto:consultation@isi.net). We will review your request and aim to contact you within two working days to discuss your needs.

proposals were not deemed to adversely impact on the grounds of the nine protected characteristics<sup>13</sup> as laid out by the Equality Act 2010.

23. ISI will publish an analysis of findings within five weeks of the consultation closing. This report and ISI's response will be made publicly available, both online and in physical form.
24. The consultation report will include a statistical summary of question responses and a thematic summary of open question responses for each proposal. We will also provide an organisational response to the findings of each proposal and how we intend to proceed (including any potential modifications).
25. The handling of consultation responses and analysis of feedback will be carried out by ISI staff who are not involved in any decision making relating to consultation outcomes.

**Next page:** [Background / current process](#)

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<sup>13</sup> The nine protected characteristics are: Age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation

## Current process

26. The aim of ISI's [complaints policy](#) is to make sure that individuals and schools know how to make a complaint about an ISI inspection, and understand how ISI will handle any complaints that we receive.
27. ISI only considers complaints about inspections from a senior leader in the school. This may be the headteacher, chair of governors or proprietor.
28. ISI inspectors are trained to ensure clear and regular communication with school leaders throughout the inspection process. This provides opportunities to raise any concerns about how an inspection is being conducted<sup>14</sup>.
29. The reporting inspector<sup>15</sup> attempts to resolve any issues raised during the onsite inspection<sup>16</sup>. Raising issues does not affect adversely the judgements made about a school.
30. At the end of the inspection there is a face-to-face feedback meeting. The reporting inspector invites the headteacher, the proprietors and/or those responsible for governance and members of the leadership team to this meeting.

At the start of the meeting the reporting inspector explains:

- a. That all judgements are subject to quality assurance and therefore provisional until the publication of the report.
  - b. That provisional judgements can be shared with the school staff, the school's governors and proprietor and the school's association. They should not be shared more widely than this until the school receives the final inspection report.
  - c. That the wording of the report may differ from the oral feedback given in the meeting.
  - d. The process and indicative timelines for the quality assurance of the inspection report and its publication.
  - e. The next steps for the school if one or more of the standards are judged to have been unmet.
31. If the reporting inspector is unable to resolve any concerns raised during the onsite inspection, schools may proceed through a three stage complaints procedure:

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<sup>14</sup> Inspectors must adhere to ISI's [code of conduct](#) at all times. This requires inspectors to uphold the highest professional standards and to work with professionalism, sensitivity and integrity.

<sup>15</sup> Lead inspector

<sup>16</sup> The reporting inspector will record any issues raised within the record of evidence. If a headteacher is experiencing undue anxiety during an ISI inspection and does not feel able to speak to the reporting inspector, they can phone ISI to speak to a senior member of staff directly. They will listen carefully and advise on the most appropriate way forward.

	Stage one	Stage two	Stage three
<b>Type</b>	Informal	Formal	Independent adjudicator
<b>Timeframe for schools to submit a complaint</b>	Within two term-time working days <sup>17</sup> of the end of the onsite inspection	Within five term-time working days of receipt of the draft inspection report and factual accuracy form	Within ten term-time working days of receiving ISI's stage two response
<b>ISI response</b>	ISI will call the complainant within two term-time working days. Feedback will be incorporated into the report quality assurance process	Response from ISI within ten term-time working days <sup>18</sup>	Response within 30 term-time working days of receipt of referral

32. Further information about current timeframes for complaints and how they are handled can be found in ISI's [complaints policy](#).

### Independent adjudication

33. If a complaint remains unresolved, schools can refer their complaint to the independent adjudicator.
34. ISI maintains a pool of independent adjudicators, one of whom will be allocated to consider a qualifying stage three complaint. The adjudicators are impartial independent contractors and not employed by ISI<sup>19</sup>.
35. The independent adjudicator can consider whether ISI:
- a. followed ISI's complaints policy properly in handling the complaint; and/or
  - b. reached a reasonable decision in response to the complaint.
36. If the independent adjudicator's review finds that ISI did not either follow its complaints policy and/or reach a reasonable decision in response to the complaint, the response to the complainant will include any steps that ISI will take as a result.

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<sup>18</sup> In complex cases this may be extended, in which case ISI will inform the school and provide an updated timeframe

<sup>19</sup> The role is not open to any inspector for, employee of, or person currently or previously providing services other than complaints adjudication to ISI



37. The decision of the independent adjudicator is final and represents the end of the complaints procedure.
38. During the 2022-23 academic year, 78.1 per cent<sup>20</sup> of complaints were resolved before the independent adjudicator stage.
39. Complaints are managed in line with ISI's [data protection policy](#)<sup>21</sup>.

**Next page:** [Rationale for change](#)

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<sup>20</sup> 25 complaints out of a total of 32 complaints were resolved at stage one or stage two

<sup>21</sup> ISI will share information from a complaint with people whose actions have been complained about, relevant ISI staff who need it to do their job and/or external agencies as appropriate. Apart from these exceptions, the complaints procedure is regarded as private and we will maintain the privacy of anyone who makes or is referred to in a complaint as far as possible.

## Rationale for change

40. ISI is constantly working to improve its policies and processes. The views and experiences of stakeholders play an important part in this process.
41. ISI's [complaints policy](#) was last updated in September 2022 and is due for review. This current review process started during the autumn term 2023 with a pre-consultation stage.

### Pre-consultation feedback

42. The proposals developed have been informed by a comprehensive review and pre-consultation stage (see [section two](#)).
43. ISI's review of complaints received during the previous inspection cycle<sup>22</sup> identified that the subject matter of complaints generally could be grouped into one of three categories:
  - a. Challenge to the judgment/s reached
  - b. Concern/s regarding the management of the inspection process
  - c. Concern/s about the conduct of individuals within the inspection team.
44. ISI's analysis of written feedback received about ISI's complaints procedure during the previous inspection cycle<sup>23</sup> identified the following suggestions:
  - a. Lengthen the period during which to submit an informal complaint after the end of the onsite inspection<sup>24</sup>.
  - b. Increase opportunities for school leaders to discuss a complaint with ISI.
  - c. Increase transparency around the handling of complaints and decision making.
45. ISI's pre-consultation survey<sup>25</sup> of school leaders who had submitted a complaint to ISI between September 2020 and July 2023 produced the following feedback :
  - a. Respondents felt that there was a clear policy and procedure in place, although more could have been done to resolve their issues during the onsite inspection.
  - b. There were contrasting opinions around how well respondents felt listened to by ISI. One respondent said the process felt like ISI were just *ticking the boxes*, whilst another

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<sup>22</sup> Running between April 2016 and July 2023

<sup>23</sup> This includes out of scope feedback received during ISI's consultation on proposed changes to its inspection framework (May to September 2022)

<sup>24</sup> School leaders currently have two term-time working days of the end of the onsite inspection to submit a stage one complaint

<sup>25</sup> ISI sent to the pre-consultation survey to a representative sample of 20 headteachers who submitted a complaint to ISI between September 2020 and July 2023

said ISI *responded quickly and took it seriously*. There was a consensus about the importance of increasing opportunities to be heard throughout the process.

- c. Some respondents suggested increased clarity around the role of the independent adjudicator. This included a request to extend the scope of what independent adjudicators are able to consider during stage three.
  - d. Other recommendations for change included having a single point of contact throughout the complaints procedure and increasing opportunities for headteachers to speak to ISI during the onsite inspection.
46. ISI's pre-consultation discussions with school associations<sup>26</sup> identified the following points :
- a. The importance of resolving complaints quickly when a school does not meet all the standards<sup>27</sup>.
  - b. Additional time and/or flexibility for schools to submit a complaint at stage one.
  - c. Further information about the independent adjudicators:
    - i. Who they are
    - ii. How they are appointed
    - iii. The process by which a complaint is allocated to them
    - iv. What information is sent to them
    - v. Scope of their remits; and
    - vi. The extent of their decision making powers.
  - d. Further information around the handling of complaints at stage two, including the role (if any) of the ISI Board, Chief Inspector-CEO, and reporting inspector.
  - e. Automatic deferral for the publication of inspection reports at stage three rather than by a request to the Department for Education.
  - f. Increased levels of transparency and reporting around the outcomes of complaints and the action taken as a result by ISI.

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<sup>26</sup> The following associations accepted invitations to take part in the pre-consultation stage between 1 December 2023 and 15 January 2024: Girls' Schools Association, Headmasters' & Headmistresses' Conference, Independent Association of Prep Schools, Independent Schools Association, Independent Schools' Bursars Association, Independent Schools Council, The Boarding Schools' Association and The Society of Heads

<sup>27</sup> It was commented that engaging with ISI's complaints procedure may result in delay to re-inspection, potentially impacting a school's ability to secure their *Confirmations of Acceptance for Studies* (CAS) allocation

- g. Improvements to the layout, accessibility and awareness of the complaints policy.
47. School associations also highlighted that the decision to raise an issue during the onsite inspection was not taken lightly by school leaders. They reported that there was concern by school leaders that doing so might adversely affect the outcome of the inspection.

**Next page:** [Proposed changes to ISI's complaints procedure and post-inspection arrangements](#)

## Proposed changes to ISI’s complaints procedure and post-inspection arrangements

48. This section outlines **proposed changes** to ISI’s complaints procedure<sup>28</sup> and post-inspection arrangements.

These aim to:

- a. Provide clarity on the handling and management of complaints
- b. Increase opportunities for informal resolution
- c. Increase transparency around the independent adjudication stage
- d. Ensure alignment to ISI’s wider quality assurance processes.

### ISI’s approach to receiving feedback and managing complaints

49. It is proposed that ISI introduces the following principles to guide its complaints procedure:
- a. **Transparency:** We will make sure our complaints procedure is simple to understand and use. We will also clearly explain how feedback and complaints are handled.
  - b. **Openness:** We will ensure opportunities are available for school leaders to give feedback and raise any issues from the start of the onsite inspection through to the end of ISI’s complaints procedure. We will seek early resolution, wherever possible.
  - c. **Fairness:** We will ensure that complaints are handled objectively in all cases, and that appropriate action is taken by ISI when a complaint is upheld<sup>29</sup>.
50. It is proposed that ISI’s inspection complaints policy makes clear that the complaints procedure should be non-adversarial. This will include outlining standards relating to conduct, demands or persistence. It is expected that these standards are upheld at all times by both the complainant and ISI complaint handlers.
51. It is proposed that ISI has a complaints policy that relates specifically to complaints from school leaders about an ISI inspection. Complaints about ISI’s non-inspection activities will be responded to under a separate complaints framework.

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<sup>28</sup> As outlined in ISI’s current [complaints policy](#)

<sup>29</sup> Or parts of a complaint are upheld

## Feedback during the onsite inspection

52. It is proposed that during the first phone call between the reporting inspector and headteacher before the start of the onsite inspection:
- a. The reporting inspector will clearly outline the process for raising any issues during the onsite inspection<sup>30</sup>. This will confirm that raising issues will not adversely affect any inspection outcome.
  - b. The reporting inspector will also provide the headteacher with the phone number for a member of staff at ISI's head office. The headteacher may contact this member of staff during the onsite inspection to raise any serious concerns about the inspection that they feel unable to raise directly with the reporting inspector.

## Stage one complaint – informal

53. It is proposed that the length of time that schools have to email ISI to request a phone call about any unresolved issues from the onsite inspection is increased to four term-time working days from the end of the onsite inspection:

*This is currently two term-time working days from the end of the onsite inspection. ISI will continue to call the school within two term-time working days of receiving their email to hear concerns and ensure the school's concerns are fully understood.*

54. It is proposed that all informal complaints will be handled directly by ISI's quality assurance team. This will ensure that any feedback can be considered during the report quality assurance stage.
55. It is proposed that a member of ISI's quality assurance team will call the complainant again prior to issue of the draft report to explain the outcome of their stage one complaint:

*ISI's current complaints policy states this will either be a call or email.*

56. There are no further changes proposed to the informal complaints stage.

## Stage two complaint – formal

57. It is proposed that complaints submitted after the draft inspection report has been sent to the school will be handled by ISI's complaints team as a formal complaint. This will result in an internal review by a member of ISI staff who was not involved in the original inspection:
- a. In order for schools to receive a response to their formal complaint at the same time as the final inspection report being issued, complaints should be submitted within five term-time working days of receipt of the draft inspection report.

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<sup>30</sup> As outlined in ISI's inspection handbook, regular keeping-in-touch meetings will provide opportunities for headteachers to raise any issues / complaints throughout the onsite inspection, including about the conduct of the inspection team.

58. It is proposed that schools are offered the opportunity of a phone call with the internal reviewer to discuss their formal complaint.
59. There are no further changes proposed to the formal complaints stage.

### Report publication

60. It is proposed that ISI will issue the final report intended for publication to the school five term-time working days before publication on the ISI website:

*This is currently ten days. The overall indicative timeframe to publication of reports will not change<sup>31</sup>.*

- a. If a school is not satisfied with ISI's response to their stage two complaint, they can refer it to an independent adjudicator (stage three). Stage three complaints about inspections will not delay the publication of inspection reports unless the Department for Education has agreed to postponement:
- i. It is proposed that if a school wishes to seek postponement of publication of their report pending the decision of the independent adjudicator they must, within three term-time working days of receipt of ISI's response to their stage two write to Department for Education and copy in ISI's complaints team.

*Schools are currently required to do this within five term-time working days of receipt of ISI's response to their stage two complaint.*

### Stage three complaint – independent adjudication

61. The following changes are proposed to the current independent adjudication stage:
- a. The name and career background of the independent adjudicator allocated to review the complaint will be supplied to the school
- b. The school will be copied in on the referral to the independent adjudicator
- c. The complainant will receive a response to their referral directly from the independent adjudicator
- d. If the independent adjudicator finds that ISI did not follow its complaints policy and/or reach a reasonable decision in response to the complaint, the independent adjudicator will tell the complainant why, and refer the complaint back to ISI for reconsideration:
- i. ISI will then write to the complainant to outline the steps ISI will take as a result within five term-time working days.

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<sup>31</sup> As outlined in ISI's inspection handbook

- e. The length of time for the independent adjudicator to reach a decision will be reduced from 30 term-time working days to 20 term-time working days<sup>32</sup>. This aims to minimise uncertainty for school leaders, whilst ensuring sufficient time is available for the independent adjudicator to be appointed, review the evidence and reach their decision.

### Learning from complaints to continuously evaluate and improve ISI's work

- 62. It is proposed that ISI introduces a complainant satisfaction survey. This aims to provide a formal mechanism for ISI to collect feedback around the experience of school leaders who submitted a formal complaint. This survey will be aligned to the proposed complaints procedure principles and be used to support ongoing improvements to how ISI handles complaints.
- 63. It is proposed that ISI publishes more information about complaints within its annual report. This will include data about the types of complaints<sup>33</sup> received, their outcomes, and how ISI has acted on any complaints that were upheld.

### Points of clarity

- 64. ISI's updated complaints policy will provide further information about how complaints are handled within ISI's wider quality assurance process. This will include clarity that individual complaints are not allocated to the Chief Inspector-CEO or to the Chair of the ISI Board. The recruitment process for ISI's Board-appointed pool of independent adjudicator will also be outlined.

Next page: [Consultation questions](#)

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<sup>32</sup> Subject to the availability of the independent adjudicators

<sup>33</sup> *Type of complaint* refers to what the complaint was about e.g. inspector conduct. The categorisation for this will be determined following feedback from the consultation process.



## Consultation questions

65. The consultation questions are outlined in the box below.
66. Participants are invited to complete a questionnaire, which is available [online](#) or as a hard copy<sup>34</sup>. Participants can also take part in the consultation by [email](#) or by letter in the post<sup>35</sup>.
67. The relevant proposal has been written out in full before each question on the [online survey](#).
68. The consultation will run from 12:00 on 21 February 2024 to 17:00 on 26 April 2024.
69. The question format is consistent throughout<sup>36</sup>:
- a. Part (a) questions are closed and participants will have five options to choose from (Strongly agree / agree / neither agree nor disagree / disagree / strongly disagree).
  - b. Part (b) questions are open and participants will have the opportunity to explain their answer in a free text box.
70. All questions are optional, apart from the initial screening questions<sup>37</sup>.

### Questions

1. To what extent do you agree or disagree that headteachers should be provided with the phone number for a member of staff at ISI's head office to contact during onsite inspections to raise any serious concerns about the inspection?
2. To what extent do you agree or disagree that the length of time a headteacher has to raise an informal complaint is extended from two term-time working days from the end of the onsite inspection to four term-time working days from the end of the onsite inspection?
3. To what extent do you agree or disagree that schools are offered the opportunity of a phone call with the internal reviewer to discuss their formal complaint?
4. To what extent do you agree or disagree that the final report should be sent to the school five term-time working days before publication on ISI's website?
5. To what extent do you agree or disagree that the name and career background of the independent adjudicator should be supplied to the school?

<sup>34</sup> To request a hard copy of the consultation questionnaire please email [consultation@isi.net](mailto:consultation@isi.net)

<sup>35</sup> Send to: Independent Schools Inspectorate, CAP House, 9-12 Long Lane, London, EC1A 9HA

<sup>36</sup> Excluding question 11, which is an open question with a free text box: Have you got anything else you would like to tell us about our proposals or ISI's current complaints procedure and post-inspection arrangements?

<sup>37</sup> These additional questions are included on the online questionnaire and will allow ISI to segment responses by group e.g. headteachers

6. To what extent do you agree or disagree that the school should be copied in on the referral to the independent adjudicator?

7. To what extent do you agree or disagree that the complainant should receive a response to their referral directly from the independent adjudicator?

8. To what extent do you agree or disagree that the length of time for the independent adjudicator to reach a decision should be reduced from 30 term-time working days to 20 term-time working days?

9. To what extent do you agree or disagree that ISI should introduce a complainant satisfaction survey?

10. Have you got anything else you would like to tell us about our proposals or ISI's current complaints procedure and post-inspection arrangements?

**Next page:** [Additional information](#)

## Additional information

71. To complete our online survey please scan the QR code below or visit <https://www.smartsurvey.co.uk/s/isi-complaints-consultation/>



72. ISI want as many people as possible to be able to participate in this consultation:
- a. SmartSurvey take an inclusive design approach to accessibility by considering the needs of disabled users throughout the design process. SmartSurvey are working towards WCAG (Web Content Accessibility Guidelines) 2.1 AA compliance. The WCAG guidelines are the widely accepted standard for web accessibility.
  - b. If you think this survey is not meeting accessibility requirements or you are print impaired then please email [consultation@isi.net](mailto:consultation@isi.net) or call 0207 600 0100. We will review your request and aim to contact you within two working days to discuss your needs.
73. If you have any questions relating to the consultation then please email [consultation@isi.net](mailto:consultation@isi.net).
74. ISI's current complaints policy can be downloaded from the [ISI website](#). If you require this document in another format then please email [consultation@isi.net](mailto:consultation@isi.net) or call 0207 600 0100.

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