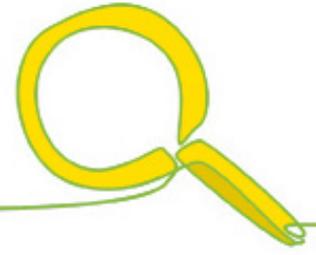


# Inspection Checklist for International Schools



## How to use this document

This document is designed as a practical checklist to support school leaders and senior teams in preparing for British Schools Overseas (BSO) inspection. It can be used to audit current practice, identify gaps in compliance and provision, and guide discussion within leadership teams. Schools may wish to use it as part of ongoing self-evaluation, inspection preparation, or improvement planning, revisiting sections regularly to ensure policies, procedures and practice remain up to date and inspection-ready.

**Part 1:** Quality of education provided

**Part 2:** Spiritual, moral, social and cultural development of pupils

**Part 3:** Welfare, health and safety of pupils

**Part 4:** Suitability of staff, supply staff and proprietors

**Part 5:** Premises of and accommodation at schools

**Part 6:** Provision of information

**Part 7:** Manner in which complaints are handled

**Part 8:** Quality of leadership in and management of schools

**Part 9:** Minimum standards for boarding

In general, inspection will fall into two sections – **compliance:** checking that a school's policies and practices are compliant with the standards expected in UK schools (following the regulations set by the Department for Education) and **quality of educational provision:** reaching judgements about how well a school provides for its students.

We hope the following notes will be useful to you. Please do be aware however, that they are not comprehensive – **do check specific points with your own inspection body.**

## Compliance checklist

Your compliance will largely be judged on your documentation – your policies and evidence of practice. Remember, for this section there are no judgements. You either meet the standard or not.

Action	Tips	Evidence	Complete	Reviewed & updated (Insert Date)
Check policies are in place and up to date	Check against DfE guidance for British Schools Overseas.			
	Check with your inspection body.	Your policy documents		
	Make sure there is a review date on every document and that you have a timeline of when you will update all policies – this can be staggered through the year to make it more manageable but safeguarding documents should be reviewed at the start of each school year.	Your review timeline		

Action	Tips	Evidence	Complete	Reviewed & updated (Insert Date)
Be aware of trickiest areas: Safeguarding, suitability of staff, the way complaints are handled.	Use DfE documents to support you – Keeping Children Safe in Education is a key document which is regularly updated and will enable you to make sure you are also up to date.			
	Amend your safeguarding policies to reflect your local situation. International schools are subject to the laws of the country where they are based. Many countries have mandatory reporting procedures and so it is important that you understand what these are and know how to act if required to do so.	Documentation to show how you respect local requirements.		
	Develop partnerships with external agencies as well as other schools to help build an effective child protection system.	Keep a directory of local contacts.		
	Translate policies if some in the school environment may not otherwise understand what is required/expected of them.			
	Be aware of Safer Recruitment practices and employ them in your school. Where local practice is different, eg written references are not the norm, explain what you do to mitigate any shortfall of information.			
	Make sure all the relevant staff are included in your Single Central Record of staff.... volunteers etc.  Don't forget the staff in Extra Curricular Activities/activities managed by other adults outside school.	Single Central Record and explanations of local context.		
	Be clear about the difference between concerns and complaints. Make sure your school's concerns and complaints policy and procedures are openly available to parents, eg: via parent portal and also understood by staff.	Keep a record of how staff are actively made aware of key policies ie scenarios discussed in staff meetings.		

## Quality of Educational provision checklist

The quality of educational provision will be judged on the evidence gathered by the inspection team. Inspectors will consider a range of evidence and compare this with your documentation, triangulating findings through lesson observations, pupils' work and discussions with staff and students. Thoroughly preparing your community for scrutiny demonstrates strong leadership and management and ensures practice is consistent, well understood and clearly impactful. When expectations and priorities are clear, teaching improves, pupils experience stronger learning, and confidence across the school community increases.

Action	Tips	Evidence	Complete	Reviewed & updated (Insert Date)
Check policies are known, understood and embedded in practice	Teaching and Learning, Assessment, Behaviour, opportunities for personal development eg, make sure that what is claimed is what is happening.	Keep records of how and when checks happen.		
	Prepare school community for scrutiny – ask the kind of questions the inspection team will ask, conduct classroom observation and work scrutiny exercises, focus on most useful kinds of evidence for your school context	Use the same formats as your inspection body use and have them ready to share with the visiting team.		
	Work scrutiny is most useful when it has a specific focus – is your assessment scheme being fully used? Are examination groups aware how their classwork relates to an Assessment Objective or a part of the final exam? Are teachers focussing on the same things/on school priorities?			
	Work scrutiny can become time consuming and overwhelming – do small scale scrutiny with a specific focus rather than general scrutiny.	Outcomes of work scrutiny exercises and next steps arising.		
	Always have a next step following scrutiny so that it is seen to be a useful exercise.			

Action	Tips	Evidence	Complete	Reviewed & updated (Insert Date)
Be clear about priorities for action	Share your School Improvement Plan and Self Evaluation Form with staff.	Start of year information sessions, staff meeting agendas or an overview of how you share information with staff		
	Inspection teams should not expect perfection, but will expect action plans for the issues a school is facing	Clear priorities and steps to achieve success.		
Be explicit	Use all available tools to showcase evidence success so the evidence is easy to see - eg success for students:	<p>Clear documents to show progress, baseline compared to performance used by all staff.</p> <p>Examination results on school website.</p> <p>Expectations of classroom behaviour in classrooms.</p> <p>Recognition of excellent work, in newsletter, in assembly.</p> <p>Opportunities for student responsibilities on display boards.</p> <p>Wide range of Extra Curricular Activities.</p> <p>Clear rewards system.</p> <p>Clear emphasis on well-being.</p>		
	Eg investment in staff:	<p>Strong Continual Professional Development programme.</p> <p>Mutual planning, marking and moderation, sharing of good practice.</p>		
	Eg wider community:	<p>Parent involvement.</p> <p>Links with charities/organisations.</p> <p>External competitions.</p>		

# GLOSSARY

<b>BSO</b>	British Schools Overseas
<b>Compliance</b>	Checks to see that a school's policies and practices are compliant with the regulations expected in the UK and following guidance set by the Department for Education
<b>CPD</b>	Continuous Professional Development
<b>DfE</b>	Department for Education
<b>ECA</b>	Extra-Curricular Activities
<b>KCSiE</b>	Keeping Children Safe in Education -statutory guidance from the Department for Education. It sets out the legal duties that govern all schools and colleges in England when carrying out their duties to safeguard and promote the welfare of children under the age of 18.
<b>SCR</b>	Single Central Record – it is a statutory requirement for all schools to keep and maintain a SCR of recruitment and vetting checks for <b>all</b> staff
<b>SEF</b>	School Self Evaluation Form – your inspection/accreditation body will require this
<b>SIP</b>	School Improvement Plan

## Useful links:

Education Development Trust

<https://www.educationdevelopmenttrust.com>

ISI

<https://www.isi.net>

KCSiE

[https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping\\_children\\_safe\\_in\\_education\\_from\\_1\\_September\\_2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

Penta International

<https://www.pentainternational.co.uk>

Standards for BSO

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/572360/BSO\\_standards\\_23Nov16.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/572360/BSO_standards_23Nov16.pdf)

To discuss this document with a member of our leadership team, please email us at [info@veema.co.uk](mailto:info@veema.co.uk). You might also be interested in finding out more about the [School Improvement Services](#) we offer to International Schools. For further information about our bespoke packages, please visit our [website](#).



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