

Draft handbook for quality assurance visits to online providers as part of the Online Education Accreditation Scheme

This draft handbook has been published as part of Ofsted's consultation on our role in the Online Education Accreditation Scheme, which will run from 22 November 2021 to 26 January 2022. We are publishing the draft handbook to ensure transparency and to help respondents to reach informed opinions on our proposals. We will consider the responses to the consultation before the final handbook for the scheme is published.

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The context for this draft handbook

This draft handbook has been published as part of Ofsted's consultation on our role in the Department for Education's [Online Education Accreditation Scheme](#). The aim is to give respondents more information on our plans and to help them answer the questions in the consultation.

The draft handbook is written as if the scheme had already launched, so that readers can see how we propose to carry out our role. It is not a final draft. We will consider all of the responses to the consultation before the final handbook for the scheme is published.

Introduction

The Department for Education (DfE) has developed a non-statutory scheme to accredit providers of full-time online education that meet the standards for online education provision ('the standards'). The scheme is called the [Online Education Accreditation Scheme](#) ('the scheme').

The standards are set out in the document '[Online Education Accreditation Scheme: government consultation response](#)'.

Ofsted's role in the scheme is to:

- carry out suitability checks on the proprietors of providers that apply for accreditation
- visit providers that apply for accreditation to assess whether they meet the standards
- publish a report that sets out which of the standards the provider met and which it failed to meet at the time of the visit

Since the scheme is intended to cover full-time online education services for children in England, Ofsted will quality assure provision for pupils in England only.

The decision to accredit a provider rests with the DfE. It will not normally accredit providers that do not meet all of the standards.

This handbook sets out how we will carry out suitability checks and visits to providers. It acts as a guide for inspectors on how to carry out visits and is made available publicly so that providers and other organisations can see how Ofsted fulfils its role in the scheme.

Inspectors will exercise their professional judgement when using this handbook, responding to the circumstances of each visit. The handbook should not be regarded as a set of inflexible rules, but as an account of the procedures that inspectors will normally follow.

Definitions

The scheme is for providers of full-time online education to school-age children in England. 'Online education' means remote education provided through digital technologies.

In this handbook, we refer to those who provide full-time online education to school-age children in England as 'online providers' or 'providers'. Ofsted will communicate with providers through a named contact, who will normally be the most senior person responsible for the day-to-day running of the provider.

We regard online education as 'full time' when a pupil receives all, or substantially all, of their education at the provider. This most often means that the pupil is receiving education online instead of attending a school.

Some online providers may also teach pupils who live outside England. For simplicity, we call these pupils 'international pupils', although this may also include children who live in Wales, Scotland or Northern Ireland.

'Proprietor' means the individual(s), governors, trustees, partners, members or directors responsible for the management of an online provider.

The 2 types of visit Ofsted carries out

Ofsted will carry out 2 types of visit to online providers as part of the Online Education Accreditation Scheme.

'Accreditation visits' last 2 days. Inspectors will assess whether providers meet all of the standards during an accreditation visit, in order to inform the DfE's decision on accreditation. Providers that are found to meet all of the standards for online education during an accreditation visit are normally accredited by the DfE for a term of 3 years.

Applications for re-accreditation follow the same process as an application for accreditation. This means that Ofsted will carry out fresh suitability checks and another accreditation visit.

Occasionally, the DfE may commission Ofsted to carry out an 'additional visit' to an accredited provider, during the term for which it has been accredited. This normally happens because of a complaint or other intelligence received by the DfE that raises a concern about the safeguarding of pupils. Additional visits normally last 1 day and focus on specific standards.

Ofsted's powers to carry out suitability checks and accreditation visits and to charge providers

Paragraphs 8 and 9 of schedule 13 to the Education and Inspections Act 2006 give Ofsted powers to provide advice and assistance to the Secretary of State and to inspect any institution or matter that Her Majesty's Chief Inspector (HMCI) is not otherwise required or authorised to inspect. Inspections under paragraph 9 may be carried out on such terms as HMCI thinks fit.

Paragraph 10 of schedule 13 gives Ofsted the power to charge for activities carried out under paragraphs 8 and 9. More information about fees is provided in [Annex B](#) to this handbook.

Privacy notice

During an accreditation visit, inspectors will collect information about staff and pupils by:

- looking at documents and records
- reviewing responses to our surveys of pupils, parents and staff members
- speaking to pupils, parents, staff members and leaders
- observing teaching activities

We use this information to prepare our report and for the purposes set out in our privacy policy. In most cases, we will not record names. However, some of the information may make it possible to identify a particular individual. We will not publish any information that identifies an individual in the report, except that we will name the proprietor(s) of the provider and the person in day-to-day charge of the provider.

We will gather evidence electronically using a range of devices, including laptops, mobile telephones and tablets. All evidence is securely transferred to Ofsted's systems. Our inspectors may take photographs of pupils' work. These will be stored as evidence but not retained by the inspector personally.

Applying for accreditation

Providers that wish to apply for accreditation must first fill out the DfE's online registration form and agree to the terms and conditions of the scheme.

Once Ofsted has received a commission from the DfE to quality assure a provider, we will contact the provider by email to ask for more information, including:

- information on the number of part-time and full-time pupils it teaches, their location and any additional needs they may have
- the name and address histories of the proprietor(s) of the provider, and information on their role in the management of the provider

- explicit consent from the proprietor(s) for Ofsted to carry out suitability checks on them
- information on the provider's premises in England
- the provider's safeguarding policy and curriculum policy
- information on whether some or all of its curriculum is taught in a language other than English
- detail on the provider's cybersecurity certification, the scope of the certification, the date and the awarding body
- a self-evaluation of the provider's practice across 4 areas: quality of education, personal development, safeguarding, and leadership and management

We will review this information to plan for suitability checks and the accreditation visit.

If we decide at this stage that it is very unlikely that the provider would meet the standards if an accreditation visit was carried out, we may write to the DfE to recommend that the application is rejected. If this happens, the DfE will decide whether to reject the application and will inform the applicant of this decision and the reasons for it.

Otherwise, we will make an initial charge for suitability checks on the proprietors of the provider. More information on the fee for suitability checks is contained in [Annex B](#) to this handbook.

Suitability checks

The purpose of our suitability checks is to allow Ofsted to decide whether proprietors are suitable to manage a service offering full-time online educational provision to school-age children in England. This will help the DfE to decide whether the provider should be accredited.

We will carry out suitability checks on all proprietors who have decision-making responsibilities for a provider. In cases where the proprietor is a corporate body, we will carry out checks on all those with decision-making responsibilities. This means we will carry out checks on all of the directors of a company, or all of the trustees of a charity, unless decision-making responsibilities have been delegated to particular individuals or a committee. Where we have evidence that this is the case, we will carry out suitability checks on the relevant individuals to whom responsibilities have been delegated.

We may contact the provider for more information where it is unclear who is responsible for managing the provider, for example where the provider has a complicated or unusual governance structure, or where it is run by a large company that also delivers other services.

Ofsted carries out a range of checks on proprietors, including:

- checks with the Disclosure and Barring Service (DBS)
- checks of the list of individuals who have been prohibited from taking part in the management of an independent school under section 128 of the Education and Skills Act 2008
- internal checks of Ofsted's databases
- checks with the relevant local authority's children's services department

Where proprietors have lived abroad in the last 5 years, we may need additional evidence of suitability. A certificate of good conduct from the embassy of every country where the person has lived is the most common form of evidence we may need in this situation.

Where a proprietor has declared a health condition that may be relevant to our decision on their suitability, or where a concern has been identified through another check, we may ask the individuals to supply further details by completing a declaration form countersigned by their GP.

We take all available checks into account before deciding whether a proprietor is suitable. If the checks we carry out give us cause for concern, we will normally arrange a telephone or video call to discuss the concern with the relevant individual. This call will be carried out by staff with the appropriate experience and training to discuss sensitive information with applicants.

Ofsted's suitability decisions do not affect any legal requirement (such as a disqualification, bar, direction or provisional direction) that may apply to a proprietor. It is for proprietors themselves to ensure that they are not in breach of any legal requirement when carrying out their work.

If we decide that a proprietor is not suitable or if we are not able to gather enough evidence to take a decision on their suitability, we will write to the DfE to recommend that the application for accreditation is rejected. We will not carry out an accreditation visit to the provider in these circumstances.

If we decide that the proprietor(s) is suitable, we will notify the DfE and the provider. When we do this, we will charge the provider for an accreditation visit. More information on the fee for an accreditation visit can be found in [Annex B](#) to this handbook.

We may revise our decision on suitability if, during an accreditation visit, an inspector identifies any concerns about the proprietor's suitability. This includes when a person's conduct aims to undermine British values or children's safety, such that their conduct makes them unsuitable to take part in the management of an accredited provider. If this happens, the report published after the visit will note that Ofsted has revised its decision on the suitability of the proprietor(s).

Accreditation visits

Overview of accreditation visits

The purpose of an accreditation visit is to assess whether or not the provider meets the standards for online education. This assessment allows the DfE to decide whether or not to accredit a provider. Inspectors will not make graded judgements (such as good or outstanding) during an accreditation visit.

We will normally carry out an accreditation visit and publish a report within 3 months of receiving payment for the visit.

Accreditation visits will last 2 days and will be carried out by either 1 or 2 inspectors. There is no requirement for inspectors of a particular faith to be assigned to visit a provider that offers faith-based online education.

In some cases, other Ofsted staff may accompany the lead inspector on an accreditation visit. For example, the lead inspector may be accompanied by a Senior Her Majesty's Inspector (SHMI) for quality assurance purposes. We will notify the provider of any additional attendees when we give them notice of an accreditation visit.

Accreditation visits will take place at the provider's premises in England. This will be the headquarters of the provider's operations in England.

In some cases, normally when the provider operates from a domestic residence and it is impractical to carry out some aspects of the inspection there, we may book a room locally for one or both days of the inspection.

An interpreter may need to be present during an accreditation visit to providers that teach some or all of their curriculum in a language other than English. This will be decided on a case-by-case basis.

Ofsted's powers to visit online providers

Ofsted will carry out accreditation visits and additional visits using powers set out in paragraph 9 of schedule 13 to the Education and Inspections Act 2006.

These provisions do not give Ofsted a power of entry to the premises of an online provider, or a right to inspect and take copies of records that are relevant to inspection, as exists in other inspection remits. However, the terms and conditions for the scheme require providers to admit Ofsted's inspectors to their premises for both accreditation visits and additional visits, and to assist them, including by disclosing any information relevant to the visit. Providers that do not comply with these requirements will not be accredited by the DfE, or will lose their accreditation.

Notice of an accreditation visit

The lead inspector will usually contact the provider by telephone 2 days before the accreditation visit. The inspector will ask to speak to the person in charge of the provider day-to-day. If this person is not available, the inspector will ask to speak to the proprietor or the most senior member of staff available.

During the phone call, the lead inspector will:

- introduce themselves and any other members of the team that will carry out the visit
- explain the purpose and format of the visit
- arrange meetings with senior leaders, curriculum leaders, proprietors, parents and pupils
- discuss how inspectors can access online learning activities
- confirm information about the provider and its pupils
- give the provider an opportunity to ask any questions

Once the inspector has informed the provider by telephone that the accreditation visit will take place, Ofsted will send confirmation to the provider by email. Ofsted will also send the provider a message to forward to each of the following groups:

- parents or guardians of pupils at the provider
- pupils
- members of staff, including teaching staff

This message will contain a link to our privacy notice, and a link to a survey asking each group for their views on the provider. The deadline for responses will normally be 5pm on the first day of the accreditation visit.

Where inspectors need to access providers' IT systems to view teaching, access records or meet with staff not present on site, the provider should arrange this before the visit.

Requests for deferral

If the provider asks us to defer the accreditation visit, we will consider this request on its merits, referring to the principles set out in [our deferral policy](#). Generally speaking, we will only defer an accreditation visit in exceptional circumstances.

If we refuse the deferral request and the provider decides to withhold its consent for the visit to take place on the dates proposed, we will treat the application for accreditation as withdrawn and will notify the DfE. If we need to treat the application as withdrawn in these circumstances, payments made by the provider to Ofsted will not be refunded.

The start of the visit

Once they are on site, inspectors will provide identification and will hold an initial meeting with the person responsible for day-to-day management of the provider. During this meeting, they will:

- confirm the timetable for the visit, including observations of teaching
- discuss access to the providers' records
- make arrangements for meetings with staff, pupils and parents

Recording evidence

The purpose of an accreditation visit is to record and assess evidence, so that inspectors can judge whether the provider meets the standards.

Inspectors will make notes and add them to their evidence base for the visit. In most cases, inspectors will not record names but it may be possible for some people to be identified from the information inspectors collect (for example, where inspectors are checking records kept by providers that contain personal information). The privacy notice for accreditation visits sets out what data Ofsted will collect, what we will do with it and how long we will keep it for.

During a visit, inspectors will need to look at records kept by the provider to assess whether it meets the standards. This may include:

- evidence of how pupils achieve, make good progress, and develop personal, social and learning skills
- evidence that outcomes for pupils are appropriate to the needs and aptitudes of individual pupils
- evidence that pupils have the opportunity to participate and achieve in a range of activities to prepare them for the next stage of their education
- the provider's written curriculum policy, plans and schemes of work, and any other other documents that are relevant to the implementation and impact of its curriculum
- pupils' work and evidence of pupils' outcomes in each subject, including pupils with an education, health and care (EHC) plan and pupils with special educational needs and/or disabilities (SEND) who do not have an EHC plan
- evidence of the work of directors, governors, proprietors or advisory boards to which leaders are accountable
- pupil lists showing names, age, location and SEND, including EHC plans
- the single central record for the provider and records relating to staff recruitment

- records and analyses of exclusions, incidents of poor behaviour and sanctions issued in response to poor behaviour
- records and analysis of attendance and absence
- records and analysis of sexual harassment or sexual violence
- records of bullying and discriminatory or prejudiced behaviour
- a list of referrals made to the designated person for safeguarding at the provider and those that were subsequently referred to the relevant local authority, along with brief details of the resolution (this includes concerns about children who were referred to children's social care, as well as allegations and low-level concerns about members of staff that have been shared with the relevant local authority's designated officer)
- a list of all pupils who are looked after children or who have open cases with their relevant local authority's children's services departments

This is not an exhaustive list, and inspectors should have access to all relevant records kept by providers.

The burden of evidence during a visit will sit with the provider. This means that, while inspectors will determine the activities carried out during a visit, it is the provider's responsibility to show inspectors that it meets the standards.

If inspectors are not provided with sufficient evidence to make a secure judgement on whether a standard is met, the standard will be deemed failed.

If the provider fails to meet one element of a standard that has more than one component, it will have failed to meet the whole standard.

Seeking the views of pupils, parents and staff during an accreditation visit

Inspectors will consider the views of pupils, parents and staff members during an accreditation visit. They will do this by:

- viewing the responses to the surveys of pupils, parents and staff members
- talking to pupils, parents and staff members in small groups or individually

We expect providers to assist inspectors in setting up meetings with pupils, parents and staff members. This is an essential part of an accreditation visit, and if inspectors are not able to talk to these groups, then providers are likely to fail to meet some of the standards.

In particular, providers must provide opportunities for inspectors to speak to pupils with no other adults present. If inspectors cannot corroborate the evidence that they gather about the effectiveness of safeguarding by talking to pupils during the visit, then the provider will fail to meet the standards relating to safeguarding.

Inspectors will follow Ofsted's guidance on [talking to pupils during school inspections](#) during these discussions. As that guidance sets out, all our inspectors have been through a stringent vetting process, including enhanced DBS checks. They have received training about, or are experienced in, communicating with young people. Where pupils may have difficulty communicating with unfamiliar adults, inspectors will discuss strategies to overcome this with senior leaders.

It may be appropriate for an adult to be present as a reasonable adjustment to enable pupils with SEND to communicate with inspectors. For example, a reasonable adjustment may be if a pupil has a specific communication need that requires a specialist interpreter. However, not all pupils with SEND will require an adjustment and there should be opportunities for inspectors to speak to those pupils without another adult present.

Inspectors will not arrange online meetings with pupils. For individual and group meetings with pupils, the provider should arrange the meeting, join at the beginning, and leave the meeting once the inspector and the pupil or pupils have joined.

In drawing on evidence from these meetings, inspectors will make every attempt to protect the identity of individuals. There may be circumstances, however, in which it is not possible to guarantee the anonymity of the individual concerned.

Inspectors have a duty to pass on disclosures that raise child protection or safeguarding issues, or concerns about serious misconduct, bullying or criminal activity. The inspector will share these concerns with the designated safeguarding lead at the provider. If the designated safeguarding lead does not make an appropriate referral to the local authority, then the inspector will consider making a referral.

Observing teaching activities

Inspectors will ask to observe teaching activities during an accreditation visit. Lesson visits are not about evaluating individual teachers and their teaching; there will be no grading of the teaching observed by inspectors. Instead, inspectors will aggregate insights to assess how teaching activities contribute to the provider's curriculum intentions.

Inspectors will normally observe teaching using the same technology that pupils use unless they consider that another approach would better enable teaching to continue as normal.

Inspectors will normally expect to observe teaching activities live, though they may also ask to view recordings of lessons, if these are available.

Although the standards do not require providers to adopt a particular method of delivery, inspectors will consider the impact of the method of delivery across all of the standards, not just the standards relating to teaching. For example, where a provider uses pre-recorded resources, inspectors will consider whether pupils are

receiving 'full-time supervised education' (as required by standard 1.3). Where much of a provider's teaching activity relies on using messaging software (rather than an audio or video link), inspectors will expect to see evidence that pupils acquire speaking and listening skills (as required by standard 1.4), and will consider whether effective arrangements have been made to keep them safe (as required by standard 4.1).

Inspectors will also consider the delivery method or methods that a provider uses when deciding whether standards relating to the well-being of pupils and their preparation for adult life have been met. These standards include:

- standard 3.2 ('Pupils are enabled to develop their self-knowledge, self-esteem and self-confidence')
- standard 8.4 ('Persons with leadership and management responsibilities at the service... actively promote the well-being of pupils... within the meaning of section 10(2) of the Children Act 2004')

For example, where much of a provider's teaching activity relies on using messaging software (rather than an audio or video link), inspectors will expect to see evidence that providers are actively working to ensure that their pupils are developing socially and are able to communicate with others (either through learning activities or outside of them). Where the provider is not doing so, it may fail to meet either or both of the standards above.

Assessing leadership

Inspectors will expect to meet with the proprietor(s) and the person(s) responsible for the day-to-day operation of the provider during an accreditation visit. Without meeting these individuals, inspectors may not be able to gather sufficient evidence to decide whether standards 8.1 to 8.4 on the leadership and management of the provider are met.

Standard 8.4 requires 'Persons with leadership and management responsibilities at the service to actively promote the well-being of pupils... within the meaning of section 10(2) of the Children Act 2004'.

When assessing whether providers have met this standard, inspectors will consider how a provider supports its pupils to move to their next educational placement, and how it identifies when it is no longer in a pupil's best interests to be educated online.

Where a pupil is due to leave the provider, inspectors will expect to see evidence that the provider has worked with the commissioner of the placement and has supported the pupil to transfer to their next educational placement or destination.

Where it is not in a child or young person's best interest to be educated online, leaders should raise this with the commissioner of a placement. They should be prepared to refuse a commission from a school or local authority (or arrange to end

such a placement at an appropriate time) if they are not able to meet a child or young person's needs.

Safeguarding

Ofsted's visits to online providers give only a limited level of assurance on the effectiveness of safeguarding, compared with our inspections of schools and other providers of face-to-face education and training.

The ultimate responsibility for safeguarding children who receive full-time education online lies with the commissioner of the placement. This may be a school, a local authority or the parents of electively home-educated children. Nonetheless, everyone who works with children has a responsibility for keeping them safe, and online providers seeking accreditation must make safeguarding a priority.

The statutory guidance '[Keeping children safe in education](#)' sets out how schools should carry out their duties to safeguard and promote the welfare of children. Providers should have regard to this guidance, and to other guidance documents mentioned within it. Where the nature of their provision limits their ability to follow the guidance, they should provide evidence of how this is mitigated. For example, if the type of provision offered makes it more difficult for members of staff to spot indicators of abuse and neglect during teaching activities, the provider should consider the particular risks that arise from this and demonstrate how they are mitigated.

Providers should also have regard to statutory guidance on inter-agency working to safeguard and promote the welfare of children, '[Working together to safeguard children](#)'.

Providers should have a named and designated lead who is empowered to play an effective role in pursuing concerns and protecting pupils. This person will be equivalent to the designated safeguarding lead in a school. They should be given the time, funding, training, resources and support necessary to fulfil their role.

Staff should receive safeguarding and child protection training as part of their induction. This training should be regularly updated and should be specific to the context of the provider.

Providers should assume that sexual harassment, online sexual abuse and sexual violence are happening to their pupils, even when there are no specific reports. They should put in place a whole-establishment approach to address this. Inspectors will expect providers, among other things, to:

- where incidents are reported, understand how to handle reports of sexual violence and harassment between children, in line with the DfE's guidance, and train their staff accordingly

- have good awareness of the signs that a child is being neglected or abused, as described in [‘What to do if you’re worried a child is being abused’](#)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship, both online and offline

As mentioned above, inspectors will need to speak with pupils to record their views and to corroborate any other evidence that they gather about the effectiveness of the provider’s arrangements to safeguard and protect children. If inspectors cannot corroborate the evidence that they gather about the effectiveness of safeguarding by talking to pupils during the visit, then the provider will fail to meet the standards relating to safeguarding.

We base our assessment of the effectiveness of online providers’ safeguarding arrangements on pupils who live in England. However, in rare cases, such as when the inspector encounters information during the visit that gives them cause for concern, we may consider evidence relating to international pupils.

Acting on safeguarding concerns

On a very few occasions, inspectors may come across evidence or ongoing allegations of child abuse within a provider. Inspectors must not attempt to investigate any incident of child abuse but will satisfy themselves that concerns about a child’s safety are referred on, as appropriate, to the relevant local authority’s children’s services department. Inspectors must be satisfied that the correct referral has been made and record this in their evidence base.

If a pupil living in England discloses to an inspector that they are being harmed or are at risk of harm, the inspector will stop all other activity and focus on ensuring that they receive the help they need. Inspectors will follow Ofsted’s guidance, [‘Safeguarding concerns: guidance for inspectors’](#).

If inspectors learn that a pupil in another country is being harmed or is at risk of harm, the inspector must satisfy themselves that concerns about the child’s safety have been considered by the person responsible for safeguarding in the provider. If the designated safeguarding lead decides not to make an appropriate referral to local services, then the inspector will consider making a referral. If we decide to share the information that we have, we will normally notify the person responsible for safeguarding in the provider before doing so (unless this might prejudice an investigation, for example because that person is implicated in the concern).

Cybersecurity and online safety

During an accreditation visit, inspectors will evaluate the actions a provider has taken to promote online safety and cybersecurity, to help protect children and staff from online harm. As in other areas of safeguarding practice, providers should have regard to the guidance on this topic in 'Keeping children safe in education'.

Because online providers are likely to have a comparatively high level of exposure to cybersecurity risks, we expect providers to hold either a valid [Cyber Essentials](#) certification or a valid certification against a comparable (or more stringent) cybersecurity standard, such as Cyber Essentials Plus or ISO27001. This will be checked during an accreditation visit.

In our application form, we will ask providers for details of their cybersecurity certification, the date and the awarding body. We will also ask for information on the scope of the certification, to check that the certification reflects the true extent of the provider's digital estate.

The role of an interpreter during an accreditation visit

An interpreter may need to be present during an accreditation visit to providers that teach some or all of their curriculum in a language other than English. This will be decided on a case-by-case basis. Note that this does not apply to providers that teach languages, for example French or Latin, to pupils. We will only use interpreters where subjects other than languages themselves are taught in another language.

Providers that teach some or all of their curriculum in a language other than English will be required to provide all written policies and records referred to in this handbook in English, on request.

The presence of an interpreter ensures that inspectors are able to consider the full range of evidence about how the provider's curriculum and overall education meet the requirements of the standards. Interpreters support inspectors by interpreting or translating what is said or written, but they will not contribute to the inspectors' decisions about whether the provider complies with the standards.

Interpreters may be present for the entire duration of the visit, or for only part of it, depending on how the provision is arranged. This will normally be confirmed during the lead inspector's notification call, if necessary.

Interpreters may accompany an inspector during any accreditation activity. This could include:

- observing teaching activities
- speaking to pupils, teachers, parents and leaders
- looking at pupils' work
- reviewing curriculum materials, including schemes of work

The interpreter will take notes, which the lead inspector will retain and add to the evidence base.

Handling concerns during an accreditation visit

Most of our work is carried out without incident. If concerns arise during an accreditation visit, they should be raised with the inspector as soon as possible, so that the issue can be resolved before the visit finishes. The inspector should seek advice as necessary, and both the concern and the actions taken in response should be recorded in the evidence base for the visit.

More information on our process for handling formal complaints about our work can be found below.

Providing feedback

An accreditation visit will end with a feedback meeting. This may be attended by the proprietor or proprietor body (including as many members as are available); the person responsible for day-to-day leadership and management; members of a governing board (where a provider has one); and other senior leaders.

During this meeting, the inspector will outline:

- which standards the provider has met and which (if any) it has failed to meet, and why
- that the DfE is the accrediting body and will ultimately decide whether a provider is awarded accreditation after Ofsted's final report is published
- any recommendations for improvement
- that the inspector's decisions on which standards the provider has met and which it has failed to meet are provisional and so may change as a result of quality assurance procedures or moderation and must, therefore, be treated as restricted and confidential to the relevant senior staff (as determined by the provider). Information about the outcomes of the visit should be shared more widely only when the provider receives a copy of the final inspection report
- that the main findings of the visit and the main points provided orally in the feedback meeting, subject to any change, will be generally referred to in the text of the report, although the text of the report may differ slightly from the oral feedback
- the next steps following the visit, including moderation, quality assurance and the publication of a report
- that, on receipt of the draft report, leaders must ensure that it is not shared with anyone other than those outlined above, or published under any circumstances

- that the person in day-to-day charge of the provider or the proprietor is invited and encouraged to complete the post-inspection survey
- the procedure for making a complaint about the inspection

If the inspector reaches the conclusion that the provider does not meet a standard, that it has failed to meet multiple standards or that there are concerns with its safeguarding arrangements, the lead inspector will communicate this directly with the DfE as soon as possible.

All providers will be invited to take part in a voluntary post-visit survey to help us to improve our practice.

Arrangements for publishing the report

The lead inspector is responsible for writing the report, recording which of the standards the provider has met and which (if any) it has failed to meet, and submitting the evidence to Ofsted shortly after the visit ends. The text of the report should explain their decisions and reflect the evidence. The findings in the report should be broadly consistent with the feedback given to the provider at the end of the visit.

Reports will be quality assured before we send a draft to the provider. In most circumstances, the provider will receive the draft report within 18 working days after the end of the visit. The draft report is restricted and confidential to the relevant staff (as determined by the provider), including those responsible for governance, and should not be shared more widely or published. We will also send the draft report to the DfE. This will only take place following moderation or quality assurance.

The provider will have 5 working days to comment on the draft report, the visit process and findings. We will consider all comments. We will respond briefly to them when we share the final report with the provider. In most cases, this will take place within 30 working days of the visit.

Once we have published a report, the standards require that providers add it to their website and share it with parents.

The evidence base from the visit will be retained for 1 year from when the report is published.

Ofsted's judgements on whether standards have been met

If inspectors are not provided with sufficient evidence to make a secure judgement on whether a standard is met, the standard will be deemed failed.

If the provider fails to meet one element of a standard with more than one component, it will have failed to meet the whole standard. For example, standard 1.7 requires that providers deliver, 'For pupils receiving secondary education, access to accurate, up-to-date careers guidance that (i) is presented in an impartial manner;

(ii) enables them to make informed choices about a broad range of options; and (iii) helps to encourage them to fulfil their potential'. Where the careers guidance does not enable pupils to make informed choices about a broad range of options, as set out in the second component of the standard, standard 1.7 will be recorded as failed and the published report will explain the extent of non-compliance.

In some cases, a standard may not be applicable to a provider (for example, standard 1.8, on provision for pupils above compulsory school age).

Quality assurance

All inspectors are responsible for the quality of their work. The lead inspector must ensure that accreditation visits are carried out in accordance with Ofsted's [code of conduct](#) and to a high standard.

We will monitor the quality of accreditation visits, evidence bases and reports through a range of formal processes. In some cases, an Her Majesty's Inspector (HMI) or SHMI may accompany the lead inspector on an accreditation visit to quality assure the visit.

Formal complaints

The DfE is the accrediting body for the Online Education Accreditation Scheme. Providers that would like to complain about a decision not to accredit them or to withdraw their accreditation should contact the DfE.

If the provider wishes to make a formal complaint about Ofsted's work, it has 5 working days after we have shared the final report with it in which to do so. We will not normally consider complaints submitted after this deadline. There is further information about how to complain in our [complaints policy](#).

If a complaint is not submitted within this deadline, we will normally publish the report on our website 3 working days later. If a complaint has been submitted, the publication of the report may be delayed.

After a report is published

The DfE will decide whether a provider should be accredited once the final report has been published. It will not normally accredit providers that do not meet all of the standards.

It is the provider's responsibility to ensure that it follows the legal requirements that apply to it at all times. Accreditation under the Online Education Accreditation Scheme does not change those requirements nor signify that they have been met. Where a provider has failed to meet the legal requirements that apply to it, the fact that it has been accredited under the Online Education Accreditation Scheme will not avert prosecution or other legal action that may result from this failure.

Providers that have met all of the standards for online education are normally accredited for a term of 3 years. It is the provider's responsibility to apply for re-accreditation in good time, to avoid its status as an accredited provider lapsing.

Applications for re-accreditation follow the same process as an application for accreditation. The first step for providers is to fill out the DfE's online registration form and agree to the terms and conditions of the scheme.

Additional visits to accredited providers

The DfE may commission Ofsted to carry out an additional visit to an accredited provider during the term for which it has been accredited (normally 3 years.) Normally, the commission will be as a result of a complaint or other intelligence received by the DfE that appears to raise a concern about safeguarding of pupils in England.

We will use the issue that has prompted the DfE to commission an additional visit as the main line of enquiry for the inspection. The purpose of the visit will be for Ofsted to report to the DfE on whether the provider meets certain standards that are relevant to the issue. These standards will be set out in Ofsted's commission from the DfE.

An additional visit can take place at any time. This will normally be during term time.

The DfE funds Ofsted to carry out additional visits. Providers are not charged for additional visits.

We will carry out the additional visit at the provider's premises, using powers set out in paragraph 9 of schedule 13 to the Education and Inspections Act 2006. These provisions do not give Ofsted a power of entry to the premises of an online provider, or a right to inspect and take copies of records that are relevant to inspection. However, the terms and conditions for the Online Education Accreditation Scheme require providers to admit Ofsted's inspectors to their premises for additional visits, and to assist them, including by disclosing any information relevant to the inspection. Providers that do not comply with these requirements will lose their accreditation.

Planning and preparation for an additional visit

The lead inspector will prepare for the visit by reviewing the DfE's commission. The commission will contain the complaint, concern or other information that triggered the visit. It will specify the focus that the DfE requires the visit to have. If the lead inspector thinks that the commission needs to be amended or added to, they should discuss this with the relevant SHMI, who can raise it with the DfE.

Inspectors will also consider any other available information we have on the provider, for example:

- all relevant information held by Ofsted (for example, reports published as part of the Online Education Accreditation Scheme or complaints)
- information on the provider's website, on 'Get information about schools', or otherwise publicly available
- information from other organisations such as local authorities or the police

The lead inspector will also check compliance with relevant aspects of the standards before the visit, where possible (such as the standards on provision of information in section 6).

The lead inspector must find out the identity of the provider's proprietor before the inspection starts. They can do this by looking at the previous reports published as part of the Online Education Accreditation Scheme, the current 'Get information about schools' record for the provider and the information on the provider's website about its governance arrangements. Any discrepancies between 'Get information about schools' and other sources of information should be recorded and followed up during the visit.

Notice of an additional visit

Additional visits are normally carried out with no notice. However, where the provider operates from a domestic residence, we will tell it that an additional visit will be carried out at the end of the working day before the visit. When we do this, we will not inform the provider of the line of enquiry for during the visit.

Once the inspector has gained entry to the premises, we will send confirmation of the inspection to the provider and proprietor.

Requests for deferral of an additional visit

Requests for deferral will be considered on their merits and according to the principles set out in our published deferral policy. We will only defer an additional visit in exceptional circumstances.

Providers cannot 'cancel' an additional visit. The terms and conditions for the Online Education Accreditation Scheme require providers to admit Ofsted's inspectors to their premises for additional visits, and to assist them, including by disclosing any information relevant to the inspection. Providers that do not comply with these requirements are likely to have their accreditation withdrawn by the DfE.

Carrying out the additional visit

Additional visits normally last 1 day and are normally carried out by 1 inspector.

On the day of the additional visit, inspectors will not arrive before 8am unless the provider normally operates outside usual school hours. On arrival at the provider's premises, the lead inspector will ask to speak to the proprietor, the person in day-to-day charge of the provider (if that is not the proprietor), or the most senior member

of staff available. This may take place through a video or telephone call. They will explain that they have been commissioned by the DfE to carry out an additional visit.

During this meeting or call, the inspector will:

- discuss the reason for the visit
- introduce any team inspectors and interpreters
- confirm arrangements for providing feedback at the end of the visit
- request information about staff absence and other practical issues
- check whether there are reasons why they should not observe certain teachers, for example if any teachers are subject to capability procedures
- establish how the provider will give the lead inspector access to its policy documents and records

The lead inspector will confirm which records and documents are required during the visit. This can include any of the records and documents that may be required during an accreditation visit (see '[Recording evidence](#)' section).

If the visit has been commissioned due to a complaint received by the DfE, inspectors will not reveal to the provider the name of the complainant or their relationship to the provider.

The lead inspector will also inform the provider:

- of Ofsted's privacy notice
- that inspectors will use a range of technology to gather evidence electronically, including mobile devices, tablets and laptops
- that inspectors may ask to take photographic evidence, for example of pupils' work and displays, but that inspectors will not take photographs of pupils if they are shown on screen or in pupils' work

If there is more than one inspector, a short team meeting should take place to clarify activities during the visit and individual roles and responsibilities.

Gathering and recording evidence

Inspectors will follow up the issues raised in the DfE's commission. They will inspect against any particular focus that the DfE specifies.

Inspectors will gather evidence about whether the provider meets the standards for online education specified in the commission Ofsted has received. Inspectors will be rigorous in their pursuit of the issues and will ask to see any documents, records or other information necessary.

The purpose of an additional visit is not to resolve the specific issue that triggered it. However, the issue will be used as a line of enquiry. The lead inspector will consider

and report on, for example, how effectively the provider has dealt with the issue, whether the issue is resolved and whether it is an isolated instance or represents a wider issue with the provider or its leadership. This is so that Ofsted can report to the DfE on how effectively the provider dealt with the matter that triggered commission of the visit, and whether the standards specified in the commission have been met.

When the underlying reasons for an additional visit relate to safeguarding, inspectors will not investigate the actual case, but will consider whether the provider's policies and processes and their implementation are appropriate to meet the standards. More information on how Ofsted inspects safeguarding in online providers can be found in the section above titled '[Safeguarding](#)'.

The main activities carried out during the visit will be determined by the commission. Inspectors:

- may talk to staff and pupils and look for opportunities to test emerging findings and corroborate conclusions
- may hold meetings with other members of staff, parents and other stakeholders
- may observe teaching activities, and may also observe pupils outside teaching activities
- will check that the provider has a safeguarding policy and that it is published on the provider's website
- will check the provider's safeguarding policy is suitable and in line with current guidance

We expect providers to assist inspectors in setting up meetings with pupils and staff members if an inspector asks to speak to them as part of an additional visit. Providers must provide opportunities for inspectors to speak to pupils with no other adults present. If inspectors ask to talk to these groups and are not able to, then providers will be likely to fail to meet some of the standards set out in the DfE's commission.

Inspectors will expect to meet with the proprietor(s) and the person(s) responsible for the day-to-day operation of the provider during the additional visit. Without meeting these individuals, inspectors may not be able to gather sufficient evidence to decide whether standards 8.1 to 8.4 on the leadership and management of the provider are met.

In judging whether the provider meets the standards, inspectors will refer to:

- this handbook (including the section on [accreditation visits](#), where appropriate, and other supporting guidance documents referenced within it)
- any guidance on the standards that has been published by the DfE

- any guidance on the Online Education Accreditation Scheme that has been published by the DfE

Checking standards beyond the scope of the DfE's commission

If inspectors identify that it is likely that the provider no longer meets standards that are not specified in the DfE's commission for the additional visit, they will inspect and report against these standards. If inspectors decide that there are too many matters to follow up in the time available for the additional visit, they will contact their SHMI, who will consult with the DfE about increasing the resource allocated to the visit. In these circumstances, the visit may be extended.

If inspectors have concerns that do not relate to the standards for online education provision, they will not investigate these concerns during the additional visit, but will refer the matter to the agency normally responsible for investigating such concerns.

Handling concerns during an additional visit

Most of our work is carried out smoothly and without incident. If concerns arise during an additional visit, they should be raised with the inspector as soon as possible, so that the issue can be resolved before the visit finishes. The inspector should seek advice as necessary, and both the concern and the actions taken in response should be recorded in the evidence base for the visit.

Providing feedback

An additional visit will end with a feedback meeting. Those who may attend include:

- the proprietor(s)
- the person in charge of the day-to-day running of the setting, and other senior leaders (with the agreement of the lead inspector)
- as many representatives from the governing body as possible (if the provider has one)

During this meeting, the lead inspector will ensure that the attendees understand:

- the standards that have been investigated during the visit, and which of these the provider does or does not meet
- the evidence to support the judgement that any standards are not met, so that the provider is clear about its weaknesses
- that the DfE is the body that will take decisions about whether the provider continues to be accredited
- that the findings of the visit and the points provided orally in the feedback meeting, subject to any change, will be referred to in the text of the report, which Ofsted will submit to the DfE and will publish

- that the judgements about whether specific standards and other requirements are met are provisional and so may change as a result of quality assurance procedures or moderation
- that on receipt of the draft report, the provider must ensure that the report remains restricted and confidential to the relevant senior staff (as determined by the provider) and that the information contained within it is not shared with any third party or published under any circumstances
- that they are invited and encouraged to complete the post-inspection survey
- about the procedure for making a complaint about the visit

If inspectors conclude that there are concerns about safeguarding or serious weaknesses (that is, the un-met standards give inspectors cause for concern about pupils' welfare, health and safety, academic or personal development), the lead inspector will complete a notification form setting out their provisional conclusions. We will provide this form to the DfE as soon as possible after a visit.

We may revise our decision on the suitability of a proprietor if, during an additional visit, an inspector identifies any concerns about the suitability of the proprietor or any other member of staff employed at the provider in a management capacity. This includes when a person's conduct is aimed at undermining British values or child safety, such that their conduct makes them unsuitable to take part in the management of an accredited provider. In these circumstances, we will notify the DfE of this information and our decision as soon as possible after a visit. This will normally mean that the provider loses its accreditation.

All providers will be invited to take part in a voluntary post-visit survey to help us to improve our practice.

Arrangements for publishing the report

The lead inspector is responsible for writing the report, recording which of the standards the provider met and which (if any) it failed to meet, and submitting the evidence to Ofsted shortly after the visit ends. The text of the report should explain their decisions and reflect the evidence. The findings in the report should be broadly consistent with the feedback given to the provider at the end of the visit.

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when we share the final report with the provider. In most circumstances, this will take place within 30 working days of the inspection.

Once we have published a report, the standards require that providers should add it to their website and share it with parents.

The evidence base from an additional visit will be retained for 1 year from when the report is published.

Quality assurance

All inspectors are responsible for the quality of their work. The lead inspector must ensure that additional visits are carried out in accordance with Ofsted's [code of conduct](#) and to a high standard.

We will monitor the quality of additional visits, evidence bases and reports through a range of formal processes. In some cases, HMI or SHMI may accompany the lead inspector on an additional visit to quality assure the visit. We will also evaluate the quality of an evidence base from an additional visit.

Formal complaints

The DfE is the accrediting body for the Online Education Accreditation Scheme. Providers that would like to complain about a decision not to accredit them or to withdraw their accreditation should contact the DfE.

If a provider wishes to make a formal complaint about Ofsted's work during an additional visit, it has 5 working days after we have shared the final report with it in which to do so. We will not normally consider complaints submitted after this deadline. There is further information about how to complain in our [complaints policy](#).

If a complaint is not submitted, we will normally publish the report on our reports website 3 working days later. If a complaint has been submitted, the publication of the report may be delayed.

The DfE's decision on next steps

After the report has been published, the DfE will decide whether the provider should remain accredited. If the provider was judged to meet the standards that were checked during the additional visit, there is normally no further action following the visit and the provider will remain accredited.

Annex A: information for inspectors and prospective applicants

The standards for online education provision are set out in '[Online Education Accreditation Scheme: government consultation response](#)'.

Standard 4.1 requires providers to have regard to statutory guidance on '[Keeping children safe in education](#)' and '[Working together to safeguard children](#)'.

If appropriate, inspectors may also refer to the following Ofsted guidance during quality assurance visits:

- '[Inspecting teaching of the protected characteristics in schools](#)'
- '[Separation by sex: implications for the inspections of mixed sex/co-educational schools](#)'

Information relating to cybersecurity can be found on the [National Cybersecurity Centre](#) website. This site also contains information about [Cyber Essentials](#) and [Cyber Essentials Plus](#), as well as [a guide for small businesses](#) on their approach to cybersecurity.

Annex B: schedule of fees

The fee for suitability checks

The fee for the suitability checks will depend on the number of people who make up the proprietor. We will charge £600 for the first person, and another £200 for each additional person. These charges reflect the cost to Ofsted of carrying out this work.

We will not start our suitability checks until we have received payment of this fee from the provider.

More information on who we will check and the checks we will carry out can be found in the [‘Suitability checks’](#) section.

The fee for an accreditation visit

The fee for the accreditation visit will depend on the number of inspectors needed. In most cases, the fee will be approximately £6,000. If providers have a large number of pupils in England (usually 250 or more), the fee will be approximately £10,000. These charges reflect the cost of carrying out this work to Ofsted.

We will not carry out an accreditation visit until we have received payment of the fee for the visit.

If payment of the fee for the visit is not made in time, we may need to carry out fresh suitability checks at the provider’s cost before carrying out an accreditation visit.

We will normally carry out an accreditation visit and publish a report within 3 months of receiving payment for the visit.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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