Cambridge Registration & Approval Readiness Checklist

25 leadership questions before application, approval visit or reapproval

Framework note. Cambridge International uses a school registration and approval process. Its public registration quality standards require schools to meet expectations across five key aspects before registration, with periodic reapproval reviews possible after registration.

How to use. Mark each question as Confident, Partial or Gap. Treat the result as an internal leadership screen, not as an official eligibility, authorization, registration or accreditation decision.

1. Mission, values and learner culture

[ ]	Does the school have a clear mission and educational values that leadership and staff can explain consistently?	Confident Partial Gap
[ ]	Is the learning culture genuinely learner-centered and visible in classrooms, routines and relationships?	Confident Partial Gap
[ ]	Are expectations for behaviour, respect and student participation established and consistently applied?	Confident Partial Gap
[ ]	Can the school show how international awareness and global perspectives are promoted appropriately?	Confident Partial Gap
[ ]	Would students and families recognize the values the school describes in its application?	Confident Partial Gap

2. Leadership, management and quality assurance

[ ]	Are governance and senior leadership responsibilities clear, documented and effective in practice?	Confident Partial Gap
[ ]	Can the school demonstrate reliable quality-assurance processes for teaching, assessment and programme delivery?	Confident Partial Gap
[ ]	Are staff roles, reporting lines and accountability arrangements strong enough to support Cambridge programmes?	Confident Partial Gap
[ ]	Does leadership review risks, complaints, safeguarding concerns and improvement priorities systematically?	Confident Partial Gap
[ ]	Can the school show that decisions are followed through and checked for impact?	Confident Partial Gap

3. Teaching, learning and curriculum

[ ]	Has the school selected Cambridge programmes and syllabuses that fit learner needs, progression routes and timetable capacity?	Confident Partial Gap
[ ]	Are teachers appropriately qualified, supported and familiar with the relevant Cambridge curriculum and assessment expectations?	Confident Partial Gap
[ ]	Can curriculum plans show coherent progression, suitable teaching time and access to required learning resources?	Confident Partial Gap
[ ]	Does classroom practice support active learning, appropriate challenge and student progress?	Confident Partial Gap
[ ]	Are internal assessment and feedback systems reliable enough to support learners before high-stakes external assessment?	Confident Partial Gap

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Readiness questions - continued

4. Physical environment, resources and exam administration

[ ]	Are premises, specialist spaces, technology and learning resources suitable for the programmes the school intends to offer?	Confident Partial Gap
[ ]	Can the school demonstrate appropriate health, safety, safeguarding and access arrangements for learners?	Confident Partial Gap
[ ]	Are secure systems in place for confidential materials, examination administration and responsible staff access?	Confident Partial Gap
[ ]	Has the school confirmed the practical requirements for the specific qualifications and subjects it intends to deliver?	Confident Partial Gap
[ ]	Could an approval visitor verify the evidence behind the application without discovering major operational gaps?	Confident Partial Gap

5. Application and approval readiness

[ ]	Has the school reviewed the current Cambridge registration process, fees, required documentation and local arrangements?	Confident Partial Gap
[ ]	Can leaders explain the school's goals, educational ethos, curriculum and implementation plan clearly during an approval visit?	Confident Partial Gap
[ ]	Are application statements supported by current evidence rather than plans that have not yet been implemented?	Confident Partial Gap
[ ]	Has the school conducted a mock approval review against the five registration quality areas?	Confident Partial Gap
[ ]	Is there a system to maintain the required quality after registration and prepare for possible future reapproval?	Confident Partial Gap

Vallorne readiness signal	If several answers are Partial or Gap, sequence the work before locking an external-review timetable. A framework-specific diagnostic should identify priority risks, evidence owners and the practical work plan.

Official reference points used for this edition

Cambridge: Registration quality standards: https://www.cambridgeinternational.org/why-choose-us/join-cambridge/our-requirements/

Cambridge: Join Cambridge / registration process: https://www.cambridgeinternational.org/why-choose-us/join-cambridge/

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