

# Handbook for additional inspections of independent schools

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This document provides guidance to assist inspectors in carrying out education-only and integrated additional inspections of independent day, boarding and residential special schools: pre-registration inspections of proposed schools under section 99 of the Education and Skills Act 2008, and material change, progress monitoring and emergency inspections under section 109(1) and (2) of the Education and Skills Act 2008.

It also covers welfare-only additional inspections of independent schools, conducted under the Children Act 1989, as amended by the Care Standards Act 2000.

This guidance also sets out how inspectors **evaluate schools' action plans** to rectify regulatory failures. It is for the use of all education and social care inspectors working in independent schools.

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## Introduction

1. The Department for Education (DfE), which is the registration authority for independent schools, may request that Ofsted conducts an additional inspection of an independent school at any time out of the normal inspection cycle. Such inspections are normally requested for the following reasons:
  - pre-registration inspections to evaluate the provision being proposed for new schools, including new academies, free schools, studio schools and university technical colleges, and integrated pre-registration inspections to new boarding or residential special schools
  - material change inspections of registered independent schools, which are not in membership of the Independent Schools Council, and are seeking to offer boarding or residential provision
  - material change inspections of registered boarding or residential special schools which are not in membership of the Independent Schools Council, and are proposing changes to their current boarding or residential provision
  - material change inspections of registered independent schools proposing other significant changes to their current provision
  - 'emergency' inspections, which may be for a variety of reasons, for example as a result of a complaint or concern made to the DfE, or the suspected presence of unregistered boarding provision at an existing school
  - progress monitoring inspections to follow up a school's progress against the action plan it submitted and which was accepted by the DfE as a result of its last inspection where unmet independent school standards and/or national minimum standards were identified.
2. The DfE may also commission Ofsted to evaluate a school's action plan to advise whether the plan is acceptable or not.
3. Guidance on making registration inspections to new academies, free schools, studio schools and university technical colleges is not included within this document. Please refer to *Pre-registration inspection of all types of academies and free schools, studio schools and university technical colleges (UTC)*.<sup>1</sup>

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<sup>1</sup> *Pre-registration inspection of all types of academies and free schools, studio schools and university technical colleges (UTC)* (090059), Ofsted, 2014; [www.gov.uk/government/publications/pre-registration-inspection-of-all-types-of-academies-and-free-schools-studio-schools-and-university-technical-colleges-utc](http://www.gov.uk/government/publications/pre-registration-inspection-of-all-types-of-academies-and-free-schools-studio-schools-and-university-technical-colleges-utc).

## Pre-registration inspections to new and prospective schools

4. The Secretary of State is the registration authority for independent schools in England, and maintains a register of independent schools. When a proprietor has made an application for registration of an independent school, the registration authority will commission Her Majesty's Chief Inspector (HMCI) to conduct a pre-registration inspection of the proposed school.
5. The purpose of the inspection is to check whether the school is likely to meet The Education (Independent School Standards) Regulations 2014, which are required for registration, when it opens.<sup>2</sup>
6. Independent schools are not allowed to open and take pupils before they are first registered to do so by the DfE.

### Before the inspection

7. Prospective applicants are required to make an assessment of their own readiness for registration to ensure that they meet the requirements before submitting an application to the DfE to open an independent school.
8. When the DfE has considered a school's application for registration, the DfE allocates a pre-registration number for the school and commissions Ofsted to carry out a pre-registration inspection. The commission will enclose the information the school has supplied to support its application.
9. If the application is for a new boarding or a residential special school, an integrated inspection will take place, conducted by both an education and a social care inspector, in order to report to DfE on the extent to which the independent school standards and the national minimum standards for boarding or residential special schools are likely to be met when the school opens.<sup>3</sup>
10. In the case of registered day schools already operating, that wish to be registered to take boarders, a welfare-only material change inspection is required. Please refer to the section of this guidance document 'Carrying out a material change inspection to a registered school which is only applying to open or increase residential provision'.
11. In advance of education-only and integrated pre-registration inspections, the inspection service provider will upload the commission containing the documents from the school to their secure inspection portal, and ensure that

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<sup>2</sup> The Education (Independent School Standards) Regulations 2014; [www.legislation.gov.uk/uksi/2014/3283/introduction/made](http://www.legislation.gov.uk/uksi/2014/3283/introduction/made).

<sup>3</sup> National minimum standards for boarding schools: [www.gov.uk/government/publications/boarding-schools-national-minimum-standards](http://www.gov.uk/government/publications/boarding-schools-national-minimum-standards). National minimum standards for residential special schools: [www.gov.uk/government/publications/residential-special-schools-national-minimum-standards](http://www.gov.uk/government/publications/residential-special-schools-national-minimum-standards).

the inspector (and the social care inspector in the case of integrated inspections) can access them.<sup>4</sup> The inspection service provider must also upload the relevant pre-registration regulatory check sheet and advice note for use in the inspection. The forms correspond to the type of school seeking registration, and vary according to whether the school seeking registration is a day school, a boarding school, or a residential special school.

Independent day school or the school registration of a children's home

- *Pre-registration regulatory check sheet for an independent day school or a children's home.*
- *Advice note for a pre-registration inspection of an independent day school or a children's home.*

Boarding school

- *Pre-registration regulatory check sheet for an independent boarding school.*
- *Advice note for a pre-registration inspection of a boarding or residential special school.*

Residential special school

- *Pre-registration regulatory check sheet for an independent residential special school.*
- *Advice note for a pre-registration inspection of a boarding or residential special school.*

12. The purpose of the pre-registration regulatory check sheet is to record whether or not the school is likely to comply with each of the independent school standards, and where applicable, the national minimum standards for boarding or residential special schools.
13. The inspection service provider will normally give the school two days' notice of the inspection, whether education-only or integrated. This can be varied in exceptional circumstances, for example where the proprietor or key applicant is not available, but the principle of short notice should be observed, and inspection service providers must keep to their overall timeline for this work. Please refer to Annex A for a timeline for conducting pre-registration inspections to new schools.
14. Pre-registration inspections must not be deferred where the proposed school states that it is not ready for inspection. The DfE expects proposed new schools

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<sup>4</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in RSA toolkits for inspections of boarding and residential provision in schools, which is available on the boarding and residential provision pages of the Ofsted intranet site.



to be ready to undergo a pre-registration inspection, since the provision wishes to educate (and, for boarding/residential special schools, accommodate) pupils in the near future. As with all inspections of independent schools, the inspection service provider will refer to the *Deferral policy for inspections of independent day, boarding and residential special schools*.<sup>5</sup>

15. Where it transpires in the notification telephone call that the proposed new school is no longer operating, the ISP should contact the relevant regional senior HMI for independent schools, who will check whether the DfE requires an inspection to be carried out to ascertain whether or not the school is still operating. If the inspection will go ahead to check whether or not the school is still operating, the inspection event will need to be changed to an emergency inspection. The inspector should follow the guidance in this document, under the heading 'Inspections of schools that appear to have closed'.
16. Two inspector days are allocated to pre-registration inspections of new or prospective school, and this time must include initial scrutiny of paperwork, the inspection, all travelling and writing. Please refer to Annex F for the inspection tariff.

### **Preparing for the inspection**

17. Inspectors should first spend some time assessing, from the documents supplied, how far the school meets independent school standards and where boarding or residential provision is proposed, the relevant national minimum standards.<sup>6</sup>
18. It should be possible to assess the policy documents, for example for child protection, health and safety, handling complaints and so on, and to record judgements in the relevant pre-registration regulatory check sheet before visiting the prospective school. Schools may supply a curriculum plan but retain fuller schemes of work on the premises.
19. If the initial documentation seems in order, the pre-registration inspection will go ahead as scheduled.
20. Next, the lead inspector should telephone the school on the morning of the inspection and ask to speak to the headteacher, proprietor or, in the absence of the headteacher, the most senior member of staff available. This telephone call is the first opportunity to initiate a professional relationship between the lead

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<sup>5</sup> *Deferral policy for inspections of independent day, boarding and residential special schools* (090037), Ofsted, 2015; [www.gov.uk/government/publications/deferral-policy-for-inspections-of-independent-day-boarding-and-residential-special-schools](http://www.gov.uk/government/publications/deferral-policy-for-inspections-of-independent-day-boarding-and-residential-special-schools).

<sup>6</sup> In checking compliance with the independent school standards, inspectors should refer to the internal training document *Inspecting against the independent school standards*, which is available on the Ofsted intranet site.

inspector and the headteacher. It should be short and focused on practical issues.

21. Inspectors should check whether the school intends to provide nursery education for children aged three to five years, or whether it intends to offer day care for younger children. If the latter, the school must register this provision separately with Ofsted, which is the registration authority for this provision, who will carry out a registration visit. If the school intends to provide for children aged three to five years, inspectors should check that the curriculum and welfare provision meet the requirements of the Early Years Foundation Stage. This information may not all be supplied with the pre-registration application, but should be available at the school during the pre-registration inspection.

### **Omissions in documentation**

22. If the application from the prospective school contains significant omissions, inspectors should ask the school whether the missing documents are available and arrange for them to be sent or viewed on site. If this is the case, then they should proceed with the inspection as described above and take account of the additional documentation when they arrive in the school.
23. Where there are genuine omissions and/or substantial weaknesses in the initial documentation, inspectors should complete the regulatory check sheet as far as possible, ticking 'Is not likely to meet' for absent, incomplete or unsatisfactory policies, and setting out what the school needs to do to meet the independent school standards. The check sheet should then be uploaded to the inspection service provider's portal making clear that no inspection will be made to the school until it demonstrates that it has addressed the major weaknesses identified in the documentation. The inspection service provider should then communicate this to Ofsted, so that the DfE and the proprietor can be advised accordingly.
24. In such cases, only one inspector day will be allocated to the activity, and no inspection need be undertaken.

### **What to do if the school says it is not ready for an inspection yet**

25. Schools are informed that they must not submit an application for registration until they are ready to receive an inspection from Ofsted. Nevertheless, some do so, and seek to defer the inspection when the inspector/inspection service provider first calls to make arrangements. Frequently this is because the premises are being adapted. The inspection service provider will make initial enquiries about the readiness of the premises, but inspectors should double-check this during their initial telephone call. The inspector may determine that the premises are not ready to be inspected. Should this be the case, the inspector should inform the inspection service provider immediately, who will inform the relevant regional Senior HMI for independent schools so that the

timeline can be frozen and the DfE informed. The inspection service provider should then make arrangements for the inspection to take place when the building work is finished and complete the advice note and check sheet in the normal way.

26. If the application for registration is for a boarding or residential special school, but at the initial telephone call from the inspection service provider they say that only the school is ready for a registration inspection, an 'education-only' inspection can be made and the school can be registered for day pupils only (if appropriate). In such cases, the inspection service provider will inform the relevant regional Senior HMI for independent schools, who will alert the DfE. The DfE will then need to commission Ofsted to carry out a welfare-only material change inspection at a later date to assess the proposed boarding facilities – please refer to the section 'Carrying out a material change inspection to a registered school which is only applying to open or increase residential provision' in this guidance.
27. Where schools seek to delay the inspection for other reasons, the inspection service provider will inform the relevant regional Senior HMI for independent schools, who will seek a decision from the DfE as to whether or not the inspection will go ahead.

### **What to do if the school is already open**

28. Where it transpires in the notification telephone call that a proposed day or boarding/residential special school is already operating (as opposed to a children's home) it must be emphasised that it is operating illegally, and a fine may be incurred. In these circumstances, the inspection **must** go ahead unless there are genuine grounds for deferral as set out in the *Deferral policy for inspections of independent day, boarding and residential special schools*.<sup>7</sup> The inspection service provider must inform the relevant regional Senior HMI for independent schools who will inform the DfE that the school is already operating.
29. Inspection service providers/inspectors must make clear that registration cannot be considered unless some teaching is available to be seen.

### **Assessing applications from new or existing children's homes seeking dual registration as a school**

30. There are occasions when the DfE receives an application to register from a school which is already open. This should not happen for a brand new school, but it is the case where the prospective school has been operating for some time as a children's home with fewer than five children of compulsory school

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<sup>7</sup> *Deferral policy for inspections of independent day, boarding and residential special schools* (090037), Ofsted, 2015; [www.gov.uk/government/publications/deferral-policy-for-inspections-of-independent-day-boarding-and-residential-special-schools](http://www.gov.uk/government/publications/deferral-policy-for-inspections-of-independent-day-boarding-and-residential-special-schools).

age pupils on the roll, and is offering education to these children, or when a day school is intending to offer a boarding service to students. Such establishments were only captured by the introduction of new legislation in September 2003. It also often happens that a registered children's home seeks dual registration as a school because it wishes to provide an education facility for its children. This can be particularly useful where young people are referred suddenly to the children's home and a place in a local maintained school has yet to be found. Such providers need to be flexible and adapt quickly to the needs of children as they arise.

31. A pre-registration inspection should **always** be made to a prospective school which is already open, such as described above. The pre-registration inspection may be conducted by the education inspector acting alone, but should be scheduled to go ahead at the same time as one of the two inspections carried out each year by social care inspectors to reduce the burden on the provider and for the purpose of having a consistent and joined-up approach to inspection. It is the responsibility of the relevant regional Senior HMI for independent schools to ensure an 'aligned inspection' takes place.
32. Inspection service providers/inspectors must make clear when they telephone the school to arrange the inspection that registration cannot be considered unless some teaching is available to be seen.
33. Social care inspectors inspect children's homes twice a year. If they become aware that education is being provided for the children but the home does **not** have dual registration as a school, they should record this fact on the RSA toolkit and alert the Senior HMI for boarding provision in schools immediately after the inspection. The Senior HMI will send a minute to the DfE who will take the matter further with the proprietor.
34. In a brand new children's home, seeking dual registration as a home and school, education inspectors should follow the procedures outlined above for a day school. Social care inspectors will follow the process explained in the *Guide to registration for children's social care services*.<sup>8</sup> The education inspector will use the *Advice note for a pre-registration inspection of an independent day school or a children's home* and *Pre-registration regulatory check sheet for an independent day school or a children's home* to record their judgements. Social care inspectors will record their judgements on the RSA database.
35. In these circumstances it is possible for inspectors to recommend registration for the children's home only but to advise the Department for Education that the proposed school is unlikely to meet the independent school standards that are required for registration if that is appropriate. The reverse, of course, is not possible: no children's home can be registered by the Department for Education

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<sup>8</sup> *Guide to registration for children's social care services* (090020), Ofsted, 2014;  
[www.gov.uk/government/publications/guide-to-registration-for-childrens-social-care-services](http://www.gov.uk/government/publications/guide-to-registration-for-childrens-social-care-services).

as a school which has not first been registered by Ofsted as a children's home. It is therefore vital that both inspectors communicate with one another and are aware of each other's overall inspection outcome before leaving the premises.

### **Integrated pre-registration inspections of proposed boarding or residential special schools**

36. On integrated pre-registration inspections to proposed boarding or residential special schools, it is normally expected that the lead inspector will be the education inspector. The education inspector must liaise with the social care inspector before the start of the inspection, and share their assessment of the documentation available from the school for the pre-registration inspection. The inspectors should discuss an inspection plan which shares the duties between them and avoids overlaps and duplication for the school.

### **During the inspection**

37. The purpose of the inspection is principally to discuss the proposed school with the proprietor, look at the premises, investigate procedures for appointing staff and safeguarding pupils, and pick up on any additional documentation which has not been supplied in advance of the inspection.
38. At all times during inspection, inspectors should carry their official identification card. Both the inspection service provider and Ofsted should be able to verify inspectors' legitimate presence in the school, if this is needed.
39. In the majority of cases, the school will not yet be open, so inspectors will not be able to see any teaching or care, nor will they be able to judge the implementation of policies. They should record their judgement of whether the policies, procedures, curriculum documents and arrangements, for example for assessment and the proposed premises and accommodation, are likely to meet the independent school standards which are listed in the pre-registration regulatory check sheet.
40. Inspectors should be rigorous in checking compliance with each of the independent school standards carefully, ensuring they have sufficient evidence to make a robust decision about whether or not each standard is likely to be met. Inspectors must be aware that an error in checking at the pre-registration inspection stage could later result in difficulties or challenge in a standard inspection.
41. Inspectors should ensure that they tick in either the 'Is likely to meet' or 'Is not likely to meet' column of the pre-registration regulatory check sheet for each of the independent school standards, except where no judgement can be made, for example, in standards concerning the quality of teaching. In this case inspectors should write the words 'Not inspected' and avoid ticking either column. Inspectors should not write a comment in the text box where they have ticked 'Is likely to meet'.

42. Where 'Is not likely to meet' has been ticked, inspectors must write **only** what the school must do to meet the standard, which will provide the DfE with an indication as to whether the school is likely to meet the standard when it opens. It will also enable DfE advisors, if appropriate, to follow up the implementation of work with the school before or after it opens. Inspectors should take account of any plans with clear steps or milestones and a proposed timeline by when changes will be made when they make their judgements. Inspectors should not record their notes in the pre-registration regulatory check sheet. The option of ticking 'Not applicable' is available for several of the independent school standards – this option is shaded grey where it must not be used.
43. Inspectors should note that paragraphs 3(f), which concerns classroom resources, and 3(g), which concerns assessment, must never be ticked 'not applicable' on the pre-registration regulatory check sheet. Inspectors should inspect both the resources available at the prospective school and the intended framework for assessment and make a judgement about whether both are likely to support pupils if the school were registered. Inspectors should bear in mind that resources need not be exhaustive at this stage. The use of resources and assessment will be checked at the first inspection. Inspectors should also note that the questions in the pre-registration regulatory check sheet cover all of the prospective pupils in the schools from the age of three upwards. A judgement about the quality of the curriculum, for example, must include its suitability for children aged three to five if the school proposes to offer Early Years Foundation Stage provision for children of this age. The same applies to the resources, premises and accommodation for children in the Early Years Foundation Stage.
44. Where a children's home is already registered and operating, but no children are yet being taught, the education inspector should focus attention on the suitability of curriculum documentation, planning and resources for the prospective pupils. Since children's homes frequently accept children with a range of educational needs at very short notice, it is important that inspectors ensure that, if it is to be dually registered as a school, the home is capable of providing effectively for a variety of needs. There needs to be a prompt and effective system of assessing a pupil's educational attainment and needs and putting in place an individual programme of support, so that disruption to the young person's education can be minimised.

### **Inspections where children are already being educated**

45. Where children are already being educated at the school, education inspectors should focus their attention particularly on curriculum documentation, planning and teaching. **Where the school is already operating inspectors must see a minimum of two lessons and judge compliance with the independent school standards on the quality of the teaching.** If the school is already open and has admitted children into the Early Years Foundation Stage, inspectors must ensure that the provision for children aged three to five is appropriate and the accommodation for them is safe. Lessons

should be recorded on evidence forms and these should be submitted to the inspection service provider with the rest of the evidence base.

46. In all cases, at the end of the inspection the inspectors should feed back to the proprietor their judgement of the school's readiness for registration, making clear where the independent school standards or national minimum standards are not likely to be met, and what must be done to improve. Instructions to the school about what must be done to meet each independent school standard or each national minimum standard must be recorded in the pre-registration regulatory check sheet.

## After the inspection

47. Following the inspection, the inspector must complete the appropriate pre-registration regulatory check sheet and advice note for the DfE, which should give brief details about the school and the registration sought. If the inspection was integrated, the lead education inspector has responsibility for drafting the whole of the advice note and the pre-registration regulatory check sheet.
48. The lead inspector must use the pre-registration regulatory check sheet to record whether or not the school is likely to meet each of the independent school standards, and for integrated inspections, the national minimum standards as judged by the social care inspector.
49. The inspector will also use the advice note to report the inspection findings to the registration authority.
50. These documents will not be published, but they may be sent by the DfE to the school, so inspectors should **take care with the style and content of what is written**, paying close attention to the *Guide to Ofsted's house style*, and should also be aware that any of these inspection forms may be requested under the Freedom of Information Act.<sup>9,10</sup>
51. In the case of integrated advice notes, the lead inspector will incorporate the social care inspector's findings and judgements on the proposed boarding or residential provision in the section of the advice note entitled 'Welfare. Compliance with the national minimum standards for boarding schools/residential special schools'.
52. The social care inspector will need to provide their findings and judgements to the lead inspector by 'safestick' at the end of the inspection, or as soon as possible afterwards. If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email. If the lead inspector was one of the inspection service provider's additional

<sup>9</sup> *Guide to Ofsted's house style* (080230), Ofsted, 2014; [www.gov.uk/government/publications/guide-to-ofsteds-house-style](http://www.gov.uk/government/publications/guide-to-ofsteds-house-style).

<sup>10</sup> [www.legislation.gov.uk/ukpga/2000/36/contents](http://www.legislation.gov.uk/ukpga/2000/36/contents).

inspectors, the documents must not be emailed – the social care inspector must upload the documents to the inspection service provider’s inspection portal.<sup>11</sup>

53. As the prospective boarding or residential special school will not yet have been allocated a unique reference number, it will not be possible for the social care inspector to record their inspection findings in the RSA. When it has been quality assured, however, the completed advice note will be stored by the Independent schools remit team. If necessary, the social care inspector can access the advice note in advance of another inspection through the provider information portal.

### **Writing an advice note for a pre-registration inspection**

54. The ‘Context of the school’ part of the advice note is set out in a form of bullet points and should include the following:
- the location and nature of the school and premises including any off-site or multi-site provision
  - details of any religious affiliation or special ethos of the school
  - details of the pupil group including the nature of their special needs, if any.
55. The ‘Compliance with The Education (Independent School Standards) Regulations 2014, section is used for the inspection findings, which should be reported under the relevant headings of the independent school standards.
56. Under part 1 (quality of education), include a brief summary of the content and quality of the curriculum and the assessment arrangements and, if the school is already operating, teaching and the number of lessons observed. This section should be an overview, offering a with brief outline of evidence noting any particular strengths or weaknesses as opposed to findings in relation to all paragraphs in part 1 of the standards. Clear evidence must be given in respect of any standards that the school is unlikely to meet. All paragraphs of the standards that the school is unlikely to meet, must be listed in the table, with the paragraph number recorded in the second column.
57. For the remaining headings in this section of the advice note, a brief summary of the quality of the provision/arrangements in place should be reported, with supporting evidence, again noting particular strengths and weaknesses. There must be clear evidence in respect of any standards that the school is unlikely to meet. All paragraphs of the standards that the school is unlikely to meet, must be listed in the tables provided, with the paragraph number recorded in the second column.

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<sup>11</sup> To obtain log-in details for the portals and instructions on uploading documents to them, the social care inspector should contact the relevant inspection service provider’s administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.



58. In the case of integrated inspections, the social care inspector's findings on the proposed (or in rare cases, already operating) boarding or residential provision should be reported under the heading 'Welfare. Compliance with the national minimum standards for boarding schools/residential special schools'. All national minimum standards that the provision is unlikely to meet should be listed in the table provided, with the number of the standard in the second column.
59. At the end of the advice note, under the heading 'Advice to the registration authority for independent schools' inspectors should record the overall outcome of the inspection:
- The school is likely to meet all the independent school standards when it opens.
  - The school is unlikely to meet all the independent school standards when it opens.
60. In the case of integrated inspections, there must also be an overall outcome regarding the boarding/residential provision:
- The school is likely to meet all the national minimum standards when it opens.
  - The school is unlikely to meet all the national minimum standards when it opens.
61. The final section of the advice note is for capturing the inspector's recommendation to the registration authority on the number, age and gender of pupils that the school is likely to be equipped to take. This section need not be completed where the inspector has judged that the school is unlikely to meet all the independent school standards. Inspectors should take great care with recommending maximum numbers and consider carefully the size of the premises as they are now, rather than take assurances of future building work into consideration. Inspectors' attention is drawn particularly to applications from new **special** schools, where inspectors should consider carefully the **number** of pupils and the **type of special needs** the school intends to cater for. The school will be registered for precisely this age range, number and special need. Any attempt by the school to change it later, or to introduce children with a different kind of special educational need, must result in an application to make a material change. Thus inspectors should be particularly careful in making an initial judgement and err on the side of caution if the school is proposing to extend accommodation as numbers grow. The registration of a special school serves to protect vulnerable pupils.
62. Where the inspector's recommendation differs to the school's application, this must be explained at the end of the advice note.

## Quality assurance

63. Following the inspection, the lead inspector will submit the advice note and pre-registration regulatory check sheet to the ISP for quality assurance in line with the guidance in this document.
64. If any of the boarding/residential aspects of an integrated advice note or pre-registration regulatory check sheet need to be changed at the quality assurance stage, the inspection service provider's quality assurance team must have the agreement of the social care inspector **before** the change is made. Once any amendments are agreed by the social care inspector, and incorporated in the document, the inspection service provider's quality assurance team **must** provide a copy of the amended document to the social care inspector via their secure inspection portal. If the changes are small scale, for example for grammatical accuracy, the revised document should be sent for the social care inspector's information only. However, where the substance of the welfare section of the document has been changed, the inspection service provider's quality assurance team must also liaise with the social care inspector by telephone, and give them the opportunity to comment.
65. When finalised, the documents will be sent to the DfE.
66. The lead inspector has five working days from the end of the inspection to send the evidence base of the inspection to the ISP.
67. Please refer to Annex A for a timeline for conducting pre-registration inspections to new schools.

## Material change inspections to existing schools

### Education-only or integrated inspections

68. Registered independent schools wishing to make one of the following changes must seek permission to do so from the DfE. These are known as material changes.
- Change of proprietor.
  - Change of school premises.
  - Change to the age range of pupils.
  - Change to the maximum number of pupils.
  - If the school proposes to admit boys instead of girls or girls instead of boys or become co-educational.
  - If the school intends to provide boarding accommodation.
  - If the school intends to admit pupils with special educational needs.
69. The DfE may grant permission for the material change without reference to Ofsted, and does so where the request is a routine matter which may be seen from the school's application and the evidence it submits. The DfE does not routinely ask Ofsted to conduct a material change inspection when a school opens a new building on its premises, or where the inspection judgements were 'good' or better at the school's last standard inspection.
70. Where a material change inspection is required, the DfE will send a commission to Ofsted. Inspectors will consider the implications of the material change and recommend to the Secretary of State whether or not the school is likely to meet the relevant independent school standards if the material change is implemented and, if not, what the school must do to improve. The provider cannot implement the proposed change until the Secretary of State grants permission. Ofsted conducts material change inspections of independent schools under section 109(1) and (2) of the Education and Skills Act 2008.<sup>12</sup>
71. If a school wishes to take pupils under the age of three, this is **not** a material change, and requires a separate registration of early years' provision by Ofsted. Such a registration inspection is undertaken by Ofsted's trained inspectors with expertise in early years.
72. In cases where a school only wishes to open new, or make changes to existing boarding/residential provision, and has not applied to make any of the other changes mentioned in paragraph 68, please refer to the guidance below on conducting a welfare-only material change inspection.

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<sup>12</sup> [www.legislation.gov.uk/ukpga/2008/25/section/109](http://www.legislation.gov.uk/ukpga/2008/25/section/109).

## Before the inspection

73. Once the DfE has considered a school's application for a material change and decides that a material change inspection is required, the DfE will send a commission to Ofsted. The commission will enclose the information the school has supplied in respect of the change it wishes to make.
74. If the school wishes to make changes to or open new boarding/residential provision in addition to making one of the other changes mentioned in paragraph 68, an integrated material change will take place, conducted by an education and a social care inspector.
75. In all cases, the inspection service provider will upload the commission and the documents from the school relating to the material to their secure inspection portal, and ensure that the inspector (and the social care inspector in the case of integrated inspections) can access them.<sup>13</sup> The inspection service provider must also upload the most recent education inspection report or the unpublished advice notes from previous inspection activity and the *Advice note for a material change inspection* to the portal.
76. In advance of the inspection, the inspector/s must read the most recent inspection reports for the school. Reports on the boarding/residential provision, and children's homes reports are available on the Ofsted website.
77. As with a pre-registration inspection to a new school, inspectors should scrutinise the documents provided by the school in relation to the material change in advance of carrying out the material change inspection.
78. The inspection service provider will normally give the school two days' notice of the inspection, whether education-only or integrated. This can be varied in exceptional circumstances, for example where the proprietor is not available, but the principle of short notice should be observed, and inspection service providers must keep to their overall timeline for this work. Please refer to Annex B for a timeline for conducting material change inspections. As with all inspections of independent schools, the inspection service provider will refer to the *Deferral policy for inspections of independent day, boarding and residential special schools* where necessary.<sup>14</sup>
79. Where it transpires in the notification telephone call that a school is no longer operating, the ISP should contact the relevant regional senior HMI for

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<sup>13</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in RSA toolkits for inspections of boarding and residential provision in schools, which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>14</sup> *Deferral policy for inspections of independent day, boarding and residential special schools* (090037), Ofsted, 2015; [www.gov.uk/government/publications/deferral-policy-for-inspections-of-independent-day-boarding-and-residential-special-schools](http://www.gov.uk/government/publications/deferral-policy-for-inspections-of-independent-day-boarding-and-residential-special-schools).

independent schools, who will check whether the DfE requires an inspection to be carried out to ascertain whether or not the school is still operating. If the inspection will go ahead to check whether or not the school is still operating, the inspection event will need to be changed to an emergency inspection. The inspector should follow the guidance in this document, under the heading 'Inspections of schools that appear to have closed'.

80. Two inspector days are allocated to material change inspections, and this time must include initial scrutiny of paperwork, the inspection, all travelling and writing. Please refer to Annex F for the inspection tariff.

## **During the inspection**

81. The purpose of the inspection is to recommend to the Department for Education whether or not the school is likely to meet the relevant independent school standards (and national minimum standards, where applicable) if the material change is implemented.<sup>15</sup>
82. At all times during inspection, inspectors should carry their official identification card. Both the inspection service provider and Ofsted should be able to verify inspectors' legitimate presence in the school, if this is needed.
83. As with new schools, inspectors should take care to consider carefully all the implications of a material change. For example, if the school wishes to accept younger pupils, inspectors should consider whether the accommodation, furniture and playground space are suitable; also whether the curriculum has been properly planned and supported by adequate teaching resources, including the proposal to recruit teachers with expertise in teaching the proposed age range.
84. In integrated material change inspections to schools which wish to make a material change to educational facilities and take boarders, the social care inspector should ensure that the proposed residential accommodation, policies and procedures meet the relevant national minimum standards.
85. In a special school, where the proposed change reflects a desire to accept pupils with a different range of needs, inspectors should consider carefully the impact that this will have on the children already in the school, the inspectors should determine whether the school has proper safe procedures that are in line with DfE requirements for recruiting staff with the necessary expertise and experience to cater for the new level of special need, and that an appropriate learning programme is in place.

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<sup>15</sup> In checking compliance with the independent school standards, inspectors should refer to the internal training document *Inspecting against the independent school standards*, which is available on the Ofsted intranet site.

86. During the inspection, on the rare occasion that the inspector identifies matters of concern beyond the scope of the original inspection, they should inspect and report against the school's compliance with the relevant paragraphs of the independent school standards to which the concerns relate.<sup>16</sup> Should inspectors consider that there are too many matters to follow up on a day inspection, they should record this in the advice note and recommend to the Department for Education that the next standard inspection be brought forward.

## After the inspection

87. Inspectors should complete the *Advice note for a material change inspection*. This is for either day schools or integrated material change inspections to boarding or residential special schools, and the appropriate sections should be retained/deleted as necessary. The template contains self-explanatory prompts in each section and inspectors are asked to delete these before entering the text required.
88. In integrated material change inspections, the lead education inspector has responsibility for drafting the whole of the advice note. They must ensure that the advice note covers the social care inspector's findings and judgements in addition to their own findings on the school's education provision.
89. As with all advice notes, inspectors should **take care with the style and content of what is written**, paying close attention to the *Guide to Ofsted's house style*, and should also be aware that any of these inspection forms may be requested under the Freedom of Information Act.<sup>17,18</sup>
90. The social care inspector will need to provide their findings and judgements to the lead inspector by 'safestick' at the end of the inspection, or as soon as possible afterwards. If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email. If the lead inspector was one of the inspection service provider's additional inspectors, the documents must not be emailed – the social care inspector must upload the documents to the inspection service provider's inspection portal.<sup>19</sup>

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<sup>16</sup> Under section 109(1) and (2) of the Education and Skills Act 2008, the Chief Inspector must inspect and report 'to the Secretary of State on the extent to which any relevant standard is being met in relation to the institution.'. Under section 109(4)(b) of the Act, "any relevant standard" means any independent educational institution standard that is' (b) 'considered to be relevant by the person carrying out the inspection in the circumstances of the case.'  
[www.legislation.gov.uk/ukpga/2008/25/section/109](http://www.legislation.gov.uk/ukpga/2008/25/section/109).

<sup>17</sup> *Guide to Ofsted's house style* (080230), Ofsted, 2014; [www.gov.uk/government/publications/guide-to-ofsteds-house-style](http://www.gov.uk/government/publications/guide-to-ofsteds-house-style).

<sup>18</sup> [www.legislation.gov.uk/ukpga/2000/36/contents](http://www.legislation.gov.uk/ukpga/2000/36/contents).

<sup>19</sup> To obtain log-in details for the portals and instructions on uploading documents to them, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

91. The social care inspector will also need to record a note in the RSA database under 'Registration comments' to state that an integrated material change inspection took place. They will also need to include brief comments detailing the outcome of the inspection, with reference to the findings from the inspection of the education provision.<sup>20</sup>

### **Writing an advice note for a material change inspection**

92. The 'Information about the school' part of the advice note is to be set out as a list of bullet points and should include the following information:
- the location and nature of the school and premises including any off-site or multi-site provision
  - details of any religious affiliation or special ethos of the school
  - details of the pupil group including the nature of their special needs, if any.
93. The nature of the material change being sought, and whether this will affect the educational or boarding/residential provision or both should be recorded in the 'Purpose of the inspection' section.
94. The 'Compliance with The Education (Independent School Standards) Regulations 2014 section is used for the inspection findings, which should be reported under the relevant headings of the independent school standards. Any headings not applicable to the material change should be deleted from the advice note. Where a school has applied to make more than one material change, evidence in support of each material change must be reported. There must be clear evidence to support the judgement that any of the independent schools standards are unlikely to be met if the material change/s is/are implemented and what the school must do to meet them. All paragraphs of the standards that the school is unlikely to meet if the material change/s is/are implemented must be listed in the tables provided, with the paragraph number recorded in the second column.
95. In the case of integrated inspections, the social care inspector's findings on the proposed material change to boarding or residential provision should be reported under the heading 'Welfare. Compliance with the national minimum standards for boarding schools/residential special schools'. All national minimum standards that the provision is unlikely to meet should be listed in the table provided, with the number of the standard in the second column. If the inspection only relates to education matters, and was not an integrated inspection, this section of the advice note should be deleted.

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<sup>20</sup> There are no toolkits for use in welfare-only or integrated material change inspections.

96. At the end of the advice note, under the heading 'Advice to the registration authority for independent schools' inspectors should record the overall outcome of the inspection:
- The school is likely to meet the relevant independent school standards if the material change/s relating to the school provision is/are implemented
  - The school is unlikely to meet the relevant independent school standards if the material change/s relating to the school provision is/are implemented
97. In the case of integrated inspections, there must also be an overall outcome regarding the boarding/residential provision:
- The school is likely to meet the relevant national minimum standards if the material change/s relating to the boarding/residential provision is/are implemented
  - The school is unlikely to meet the relevant national minimum standards if the material change/s relating to the boarding/residential provision is/are implemented.
98. The boarding/residential outcomes should be deleted in the case of education-only inspections.
99. The final section of the advice note is for capturing the inspector's recommendation to the registration authority on the number, age and gender of pupils that the school is likely to be equipped to take, if the material change/s is/are implemented. This section need not be completed where the inspector has judged that the school is unlikely to meet all the independent school standards. Inspectors should take great care with recommending maximum numbers and consider carefully the size of the premises as they are now, rather than take assurances of future building work into consideration, where changes to premises are proposed. Inspectors' attention is drawn particularly to applications to begin admitting pupils with special educational needs from, where inspectors should consider carefully the **number** of pupils and the **type of special needs** the school intends to cater for. If the DfE approves the material change, the school will be registered for precisely this age range, number and special need. Inspectors should exercise care in recommending material changes, ensuring that what is proposed will not adversely affect the children who are already in the school.
100. Where the inspector's recommendation differs to the school's application, this must be explained at the end of the advice note.
101. Where a school is also a registered children's home, the provider must make a variation application to Ofsted in order to make a material change to any part of their provision. This will trigger an inspection. The provider cannot implement the proposed changes until permission is granted, on receipt of a revised certificate of registration.



## Quality assurance

102. Following the inspection, the lead inspector will submit the advice note and pre-registration regulatory check sheet to the ISP for quality assurance in line with the guidance in this document.
103. If any of the boarding/residential aspects of an integrated advice note need to be changed at the quality assurance stage, the inspection service provider's quality assurance team must have the agreement of the social care inspector **before** the change is made. Once any amendments are agreed by the social care inspector, and incorporated in the document, the inspection service provider's quality assurance team **must** provide a copy of the amended document to the social care inspector via their secure inspection portal. If the changes are small scale, for example for grammatical accuracy, the revised document should be sent for the social care inspector's information only. However, where the substance of the welfare section of the document has been changed, the inspection service provider's quality assurance team must also liaise with the social care inspector by telephone, and give them the opportunity to comment.
104. When finalised, the advice note will be sent to the DfE.
105. The lead inspector has five working days from the end of the inspection to send the evidence base of the inspection to the ISP.
106. Please refer to Annex B for a timeline for conducting material change inspections.

## **Welfare-only material change inspections to registered schools which are only applying to open or change existing boarding or residential provision**

107. Where an existing registered independent day school has only applied to open a boarding facility, or an existing day independent special school has only applied to take residential pupils, but has not applied to make any other material change, the assessment and inspection will usually be undertaken by a social care inspector working alone. A welfare-only material change inspection will be conducted at an appropriate time to suit the school and inspector. The same applies to existing boarding or residential special schools applying to only make changes to their boarding/residential provision.
108. The Independent schools remit team will ensure that the social care inspector is provided with the commission for the inspection and the documents supplied by the school. The social care inspector can access any additional pre-inspection information, for example the original pre-registration information provided by the school and the advice notes from previous inspections, through the provider information portal.

109. The social care inspector is responsible for downloading the correct advice note and national minimum standards check sheet for a welfare-only material change inspection from the Ofsted website, as follows.

#### Boarding school

- *Advice note for a material change inspection of an independent school seeking to open or change existing boarding or residential provision – welfare only.*
- *National minimum standards check sheet for a material change inspection of an independent school seeking to open or change existing boarding provision – welfare only.*

#### Residential special school

- *Advice note for a material change inspection of an independent school seeking to open or change existing boarding or residential provision – welfare only.*
- *National minimum standards check sheet for a material change inspection of an independent special school seeking to open or change existing residential provision – welfare only.*

110. In advance of the inspection, the social care inspector must read the previous report on **both** the education and the boarding/residential provision of the school.

111. The social care inspector will normally give the school two days' notice of the inspection. This can be varied in exceptional circumstances, for example where the proprietor is not available, but the principle of short notice should be observed.

112. As with education-only and integrated inspections, the social care inspector is allocated two inspector days for a welfare-only material change inspection, and this time must include initial scrutiny of paperwork, the inspection, all travelling and writing.

### **During the inspection**

113. Please refer to the guidance above in paragraphs 81–86.

### **After the inspection**

114. The social care inspector **must** complete the advice note for the DfE, on which their key judgements and advice should be recorded, and also produce the national minimum standards check sheet for a material change inspection, for either boarding schools or residential special schools as mentioned above in paragraph 109.

115. Social care inspectors should first complete the necessary details on the front cover. If the DfE reference number has not been supplied on the commission from the DfE, inspectors will need to obtain it from the schedulers, since DfE systems do not recognise the social care reference number in the RSA. Inspectors will be able to find the URN for the school on the Ofsted website, if this has not been supplied. The DfE, school and where relevant the social care reference numbers should be recorded on the advice note.
116. In the case of material change inspections to schools that wish to change existing boarding or residential provision, the social care inspector will also need to record a note on the RSA database under 'registration comments' to state that a material change inspection took place. They should also include a brief comment detailing the outcome of the inspection. This will not be possible where a day school wishes to open boarding or residential provision, as the social care provision will not yet have been allocated a unique reference number.<sup>21</sup>
117. The advice note template contains prompts in italics. For example, in the first section entitled 'Information about the school' the inspector is asked to include: a brief note of the location and nature of the school and premises including any off-site or multi-site provision, boarding provision, details of any religious affiliation or special ethos and details of the pupil group including the nature of their special needs, if any. Please ensure that this note is brief, particularly if the establishment is already operating as a day school, and focus comments on the factual nature of the intended residential provision, for example dormitories, single bedded provision, located in the school/on a separate site; for children with physical disabilities/behavioural, social and emotional difficulties and so on. The italicised prompts must be deleted before the completed form is submitted.
118. The second section 'Purpose of the inspection' requires information about the nature of the material change being sought, and whether this will affect educational provision as well.
119. The third section is entitled 'Compliance with the national minimum standards for boarding/residential special schools' – the inspector should ensure that one of these options is deleted, so that the DfE is clear which set of national minimum standards applies to the provision. This is the main reporting section. However, inspectors should only record here their main summary judgements, such as the quality of the provision, whether it meets all the national minimum standards, and, if not, which ones are unmet and why. Inspectors **must** list clearly any national minimum standards which are not met on this inspection.
120. Inspectors should also record the provision's compliance with the national minimum standards on the National minimum standards check sheet for a material change inspection. It is appreciated that at this stage, inspectors can

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<sup>21</sup> There are no toolkits for use in welfare-only or integrated material change inspections.

only judge the proposed accommodation, relevant policies and intended procedures for a prospective residential provision. However, the implementation of these policies and procedures will be judged on the next inspection, which will be within one year (for a brand new school) or may be drawn forward at the DfE's request, where the boarding provision is new.

121. Finally, inspectors **must** complete a final judgement of recommendation, which they must do by selecting one option from the list and deleting the unwanted option. If recommending registration of the boarding facility, inspectors should provide details of the number boarders the school should be registered to take. Please refer to the guidance above in the section 'Making a judgement on registration'. If registration of the boarding provision is **not** recommended, it must be clear which of the national minimum standards are not met.
122. Inspectors must ensure that they follow the *Guide to Ofsted's house style* in producing these advice notes, as although they are not routinely published, they are often sent by the DfE to the school, and could in any case be requested under the Freedom of Information Act.<sup>22</sup>
123. The national minimum standards check sheet for a material change inspection and the advice note must be completed within two days of the work being undertaken, and submitted to their Regulatory inspection manager, for it to be quality assured. Following quality assurance, the remit team will send the advice note to the DfE.

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<sup>22</sup> *Guide to Ofsted's house style* (080230), Ofsted, 2014; [www.gov.uk/government/publications/guide-to-ofsteds-house-style](http://www.gov.uk/government/publications/guide-to-ofsteds-house-style).

## Emergency inspections to independent schools

124. An emergency inspection should only ever take place in response to a commission from the DfE. From time to time, other organisations or schools themselves request an inspection from an inspector, but in such cases, the relevant regional Senior HMI for independent schools or the Senior HMI for boarding provision in schools should be informed so that they can pass the information to the DfE.
125. Since September 2012, all emergency inspections of independent schools have been conducted at **no notice**. This is because it is counter-productive to give prior warning of inspection. For example, where there are concerns about the level of supervision of young children at particular times in the day, to tell the school of the inspection would enable them to rectify the situation and prevent the inspector from investigating the true situation properly. The reason for an inspection may equally be that the DfE believes there to be an illegal school operating on the premises.
126. Normally, the commission from the DfE for an emergency inspection will be as a result of a complaint or a concern, or other intelligence received by the DfE which appears to raise a concern about safeguarding pupils or putting their safety at risk. This request will be accompanied by information which has been received by the DfE and has raised a cause for concern.
127. Ofsted conducts emergency inspections of independent schools under section 109(1) and (2) of the Education and Skills Act 2008.<sup>23</sup>

## Before the inspection

### Scheduling education-only and integrated inspections

128. The commission for an emergency inspection will enclose the complaint, concern and other information that has triggered the commission for the inspection.
129. The commission will specify which of the independent school standards the Department for Education (DfE) requires the inspector to check whether the school complies with. The relevant regional Senior HMI for independent schools will consider the commission, and determine the timing and tariff. On the rare occasion that the Senior HMI considers that the school's compliance with other paragraphs of the independent school standards should be checked during the inspection, they will agree this with the DfE.<sup>24</sup>

<sup>23</sup> [www.legislation.gov.uk/ukpga/2008/25/section/109](http://www.legislation.gov.uk/ukpga/2008/25/section/109).

<sup>24</sup> Under section 109(1) and (2) of the Education and Skills Act 2008, the Chief Inspector must inspect and report 'to the Secretary of State on the extent to which any relevant standard is being met in relation to the institution.'. Under section 109(4)(b) of the Act, "any relevant standard" means any

130. Where issues raised about a boarding or residential special school concern both the education and boarding/residential provision, an integrated emergency inspection will take place, conducted by an education and a social care inspector.
131. Three inspector days are allocated to the lead inspector, for emergency inspections. One day preparation, one on-site day and one writing day. One team inspector may be added to the inspection in cases where the subject may be contentious, for example where there are safeguarding concerns relating to residential pupils. For integrated inspections, a maximum of two social care inspectors will be deployed to inspect the boarding/residential provision. Please refer to Annex F for the inspection tariff.
132. In all cases, the inspection service provider (ISP) will upload the commission and the documents from the DfE to their secure inspection portal, and ensure that the inspector (and the social care inspector in the case of integrated inspections) can access them.<sup>25</sup> The ISP must also upload the most recent inspection report, unpublished advice notes from previous inspection activity and any recent action plan evaluations, and the template *Advice note for an emergency inspection* and *Report template – emergency inspection (independent schools)*.
133. In integrated inspections, the education inspector is responsible for taking the lead in organising the inspection and writing the advice note (and, where applicable, the report). On the planning day, they must telephone the social care inspector to plan the inspection. The social care inspector will share any significant information from the inspection history of the school's boarding/residential provision held on the Regulatory Support Application with the lead inspector.
134. On the planning day, the inspector/s must read the most recent inspection reports for all the provision offered by the school and the other inspection history provided on the inspection service provider's portal. Reports on the boarding/residential provision, and children's homes reports are available on the Ofsted website. Inspectors must also read all available pre-inspection material including the commission and the accompanying documents provided by the DfE.
135. Inspectors must check whether any safeguarding issues have arisen at the school since the last inspection in respect of the education and any

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independent educational institution standard that is' (b) 'considered to be relevant by the person carrying out the inspection in the circumstances of the case.'

[www.legislation.gov.uk/ukpga/2008/25/section/109](http://www.legislation.gov.uk/ukpga/2008/25/section/109).

<sup>25</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in RSA toolkits for inspections of boarding and residential provision in schools, which is available on the boarding and residential provision pages of the Ofsted intranet site.

boarding/residential or children's home provision associated with the school. For HMI and social care inspectors, this information can be accessed through Ofsted's provider information portal (PIP), and there is guidance on the Ofsted intranet site to help access PIP. For additional inspectors, this information is made available through the ISPs' secure inspection portals. In all cases, the portals provide only high-level information about any matters that have arisen, which can be triangulated with other pre-inspection information in order to inform inspection trails (which should be recorded in an evidence form).

136. The lead inspector should liaise with the Local Authority Designated Officer (LADO) to obtain an update on any further current information which may be relevant to the inspection.
137. No telephone calls or other contact must be made with the school prior to the arrival of the inspector/s: in all cases, schools receive **no notice** of emergency inspections.
138. In cases where the purpose of the emergency inspection is to ascertain whether the school has closed, or if the inspector arrives to find that the school appears to no longer be operating, the inspector should follow the guidance in this document, under the heading 'Inspections of schools that appear to have closed'.

### **Welfare-only inspections**

139. Where the DfE commissions an emergency inspection as a result of concerns solely about a school's boarding/residential provision, a welfare-only inspection will take place. The commission will be received by Ofsted's Independent schools remit team, who will arrange for the inspection to be carried out by a social care inspector. The scheduling team will liaise with the Regulatory inspection manager (RIM) in the area where school is located to deploy a social care inspector. The scheduling will be handled internally by Ofsted without reference to the inspection service provider.
140. The remit team will ensure that the social care inspector is provided with the commission for the inspection and the documents supplied by the DfE.
141. No telephone calls or other contact must be made with the school prior to the arrival of the inspector/s: in all cases, schools receive **no notice** of emergency inspections.
142. On the planning day, the social care inspector must read the previous report on both the education and the boarding/residential provision of the school, which are available on the Ofsted website. They can access any additional pre-inspection information, for example unpublished advice notes from previous inspection activity and any recent action plan evaluations, through the provider information portal.

143. Inspectors must also check whether any safeguarding issues have arisen at the school since the last inspection in respect of the education and any boarding/residential or children’s home provision associated with the school. This information can be accessed through Ofsted’s provider information portal (PIP), and there is guidance on the Ofsted intranet site to help access PIP. The portal provides only high-level information about any matters that have arisen, which can be triangulated with other pre-inspection information in order to inform inspection trails (which should be recorded in an evidence form).
144. The lead inspector should liaise with the Local Authority Designated Officer (LADO) to obtain an update on any further current information which may be relevant to the inspection.
145. The social care inspector will need to launch an Emergency inspection toolkit in order to record the inspection outcomes and evidence on the RSA database, and is responsible for downloading the *Advice note for an emergency inspection – welfare only* so that the inspection findings can be provided to the DfE.<sup>26</sup>
146. The inspector should confirm the date of the inspection with their manager so that their legitimate presence in the school can be verified quickly, if challenged.

## During the inspection

### Education-only, integrated and welfare-only inspections

147. On arrival at the school, the inspector(s) should ask to speak to the headteacher, or deputy in charge if the headteacher is not in school. The inspector(s) should explain that they are conducting the inspection at the request of the DfE, which has a concern about a specified area as a result of information – or a complaint – made to or received by the DfE.
148. Inspectors must take care not to reveal to the school the name of the complainant whose concerns have prompted the DfE to commission an emergency inspection, either directly, or indirectly by asking to see a specific individual’s file.
149. Education inspectors should explain to the proprietor or headteacher that they will be looking at specified area(s) of the school’s provision, and judging it against The Education (Independent School Standards) Regulations 2014.<sup>27</sup> Where boarders/residential pupils are involved, inspectors must refer to the relevant national minimum standards also.

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<sup>26</sup> Guidance for social care inspectors is provided in *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>27</sup> The Education (Independent School Standards) Regulations 2014; [www.legislation.gov.uk/ukxi/2014/3283/introduction/made](http://www.legislation.gov.uk/ukxi/2014/3283/introduction/made).



150. Inspectors are reminded that they have right of entry to inspect the school.

- Under section 110 of the Education and Skills Act 2008 inspectors have:

‘(a) a right of entry to the premises of the institution for the purposes of the inspection, and

(b) a right to inspect and take copies of any records kept by the institution and any other documents containing information relating to the institution that are required for the purposes of the inspection.’

- The National Care Standards Commission (Inspection of Schools and Colleges) Regulations 2002 set out Ofsted’s general powers to inspect boarding or residential provision in schools and colleges under the Children Act 1989.<sup>28</sup> This document covers inspectors’ right of entry to boarding/residential provision in schools, and the inspection of premises, records and children. Social care inspectors are advised to take a copy of this document with them on inspection or to have it available electronically in the event of a challenge from the school.

151. At all times during inspection, inspectors should carry their official identification card. Both the inspection service provider and Ofsted should be able to verify inspectors’ legitimate presence in the school, if this is needed.

152. During the inspection inspectors should do the following.

- Follow up the issues raised in the commission from the DfE. They may ask to see any documents, records or other information necessary. Inspectors are expected to be rigorous in their pursuit of the issues and to use their professional judgement. Depending on the nature of the concern, they should talk to staff and pupils, and seek opportunities wherever possible to test their emerging findings and corroborate their conclusions.
- Although the purpose of the inspection is not to resolve the specific issue that triggered the inspection to be commissioned, the issue should be used as a line of enquiry. The inspector will need to consider and report on, for example, how effectively the school has dealt with the issue, whether the issue is resolved, and whether it is a one-off instance or represents a whole school issue. This is in order to report to the DfE on, for example, how effectively the school dealt with the matter that triggered the inspection to be commissioned.
- Where the underlying reasons for the emergency inspection relate to safeguarding matters, inspectors are reminded that their role is not to investigate the actual case but to consider whether the school’s policies and processes and their implementation are appropriate to meet the

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<sup>28</sup> The National Care Standards Commission (Inspection of Schools and Colleges) Regulations 2002; [www.legislation.gov.uk/ukxi/2002/552/contents/made](http://www.legislation.gov.uk/ukxi/2002/552/contents/made).

independent schools standards and relevant national minimum standards. The safeguarding concerns may be the subject of an ongoing investigation by social services or the police. In such circumstances, Ofsted's inspection is usually delayed so as not to cut across an investigation by other bodies.

- Weigh their conclusions against the independent school standards/ relevant national minimum standards.<sup>29</sup>
- Respect the identity of the informant/complainant if this has been requested.
- Any lessons observed should be recorded on evidence forms and these should be submitted to the inspection service provider after the inspection with the rest of the evidence base.
- Record their judgements in the advice note.
- Before departure from the school, feed back their judgements to the headteacher and remind them that the outcome of this inspection will either be a published report or a letter from the DfE, asking them to make improvements in any areas specified – this applies equally to joint or to solo education or welfare inspections.
- Not state or imply that the inspection will have an impact on the timing of the school's next standard inspection; it may do so, but that decision is for the DfE.

153. If, in the course of the inspection, inspectors find other areas of the school's provision, not alluded to in the commission for inspection, that do not meet the independent school standards or national minimum standards, they should follow these up and record them in the feedback to the school and in the advice note.<sup>30</sup>

154. Should inspectors consider that there are substantial weaknesses in the school, too many to follow up on a day inspection, they should record this in the advice note and recommend to the Department for Education that the next standard inspection be brought forward. In a case where a social care inspector is making the emergency inspection alone because the issues relate only to welfare of boarders, and substantial weaknesses are discovered, the inspector should contact Ofsted's scheduling team and the Senior HMI for boarding

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<sup>29</sup> In checking compliance with the independent school standards, inspectors should refer to the internal training document *Inspecting against the independent school standards*, which is available on the Ofsted intranet site.

<sup>30</sup> Under section 109(1) and (2) of the Education and Skills Act 2008, the Chief Inspector must inspect and report 'to the Secretary of State on the extent to which any relevant standard is being met in relation to the institution.'. Under section 109(4)(b) of the Act, "any relevant standard" means any independent educational institution standard that is ' (b) 'considered to be relevant by the person carrying out the inspection in the circumstances of the case.'  
[www.legislation.gov.uk/ukpga/2008/25/section/109](http://www.legislation.gov.uk/ukpga/2008/25/section/109).

provision in schools so that a standard welfare inspection or, if necessary, an integrated inspection can be brought forward if the DfE requires.

## After the inspection

155. Following education-only inspections, the lead inspector will write the advice note.
156. Where the inspection was integrated:
- the social care inspector will record their findings from the residential provision in the Emergency integrated inspection toolkit.<sup>31</sup> When complete, the text will be automatically extracted into a Word document, known as the 'integrated inspection report document', which the social care inspector will provide to the lead inspector by 'safestick' at the end of the inspection or as soon as possible afterwards. If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email. If the lead inspector was one of the inspection service provider's additional inspectors, the documents must not be emailed – the social care inspector must upload the documents to the inspection service provider's inspection portal<sup>32</sup>
  - the lead inspector will coordinate the writing of the integrated advice note (and, where applicable, report) and paste the contents of the 'integrated inspection report document' into the advice note. The social care inspector may also provide the lead inspector with supplementary evidence to support the inspection findings. This may be a Word version of the evidence recorded in the RSA toolkit, which is automatically generated. The lead inspector must **not** paste this supplementary evidence into the advice note, but must ensure that it is included in the evidence base for the inspection.
157. For welfare-only inspections, the social care inspector will record their findings in an Emergency inspection toolkit, and a welfare-only advice note.<sup>33</sup>

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<sup>31</sup> Social care inspectors must only use the 'Inspection summary' and 'National minimum standards' screens to record their inspection findings in the emergency inspection toolkits. The outcomes screens must not be used. One of two inspection outcomes must be selected in the toolkits – either that the school has not met relevant national minimum standards, or that only an advice note has been produced. Please refer to the guidance *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>32</sup> To obtain log-in details for the portals and instructions on uploading documents to them, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>33</sup> See footnote 37.

## Writing an emergency inspection advice note

158. The 'Information about the school' part of the advice note is to be set out as a list of bullet points and should include the following information:
- the location and nature of the school and premises including any off-site or multi-site provision
  - details of any religious affiliation or special ethos of the school
  - details of the pupil group including the nature of their special needs, if any.
159. The reason for the requested emergency inspection should be recorded in the corresponding section of the advice note, with a statement that the inspection was conducted without notice.
160. The 'Compliance with The Education (Independent School Standards) Regulations 2014, section is used for the inspection findings, which should be reported under the relevant headings of the independent school standards.
- This section must report in terms of whether, in respect of the issue that triggered the emergency inspection to be commissioned, the independent school standards are met or not met, with supporting evidence, and what the school must do to meet them.<sup>34</sup> The advice note must report on, for example, how effectively the school has dealt with the issue, whether the issue is resolved, and whether it is a one-off instance or represents a whole school issue. There should also be specific reference to the matter that triggered the commissioned inspection and, for example, how effectively the school dealt with it.
161. Any headings not applicable to the emergency inspection should be deleted from the advice note. Any unmet independent school standards must be listed in the tables provided, with the paragraph number recorded in the second column.
162. Where standards are not met, there must be robust supporting evidence, for example, about the impact of the unmet standards on pupils, in particular any risks to their safety. This is in order that the DfE has a clear foundation for taking regulatory action against the school in respect of the unmet standards.
163. In the case of integrated inspections, the social care inspector's findings on the boarding or residential provision should be reported under the heading 'Welfare. Compliance with the national minimum standards for boarding schools/residential special schools'. All national minimum standards that the provision is unlikely to meet should be listed in the table provided, with the number of the standard in the second column. If the inspection only relates to

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<sup>34</sup> Where the emergency inspection was commissioned in relation to a complaint, inspectors should not refer to whether the complaint is 'upheld' or 'not upheld'.

education matters, and was not an integrated inspection, this section of the advice note should be deleted.

164. At the end of the advice note, under the heading 'Advice to the registration authority for independent schools' inspectors should record the overall outcome of the inspection:
- No unmet independent school standards identified
  - Unmet independent school standards identified.
165. In the case of integrated inspections, there must also be an overall outcome regarding the boarding/residential provision:
- No unmet national minimum standards identified
  - Unmet national minimum standards identified.
166. The boarding/residential outcomes should be deleted in the case of education-only inspections.
167. The final outcome on the advice note is a recommendation to the registration authority about whether a report on the findings of the inspection is recommended to be published on the Ofsted website.
168. Where the concerns which precipitated the emergency inspection are justified and inspectors find that the school is failing to meet the independent schools standards or national minimum standards, the inspector **must recommend** that a report is published, and write that report. In integrated inspections, the lead inspector must discuss with the social care inspector whether to recommend that the report is published.
- Inspectors **must not** recommend publication of the report where the concerns investigated are found to be without foundation. In these cases, the advice note only should be completed – no report.
  - Publication **must** be recommended where the outcome of the emergency inspection reveals that the school is now not meeting the independent school standards and/or national minimum standards that it met at the time of its previous inspection. This would mean that the inspection report on Ofsted's website is out of date and it should be superseded by a report of the emergency inspection.
  - Publication should also be recommended where the concerns are substantiated and serve to emphasise failures outlined in a previous inspection report.
169. If inspectors are in doubt about the recommendation on publication they should discuss this with their ISP manager, the relevant regional Senior HMI or the RIM, as appropriate.

170. The request to publish an emergency inspection report **must** come from the DfE. However, where the lead inspector (education or social care) recommends that a report is written for publication, they must prepare it on the writing day following the inspection, in anticipation of the request to publish from the DfE.
171. If a report will not be recommended, inspectors only need to draft the advice note (and for social care inspectors, complete the RSA toolkit).

### Writing an emergency inspection report

172. In the case of education-only or integrated inspections, the lead inspector must use the *Report template – emergency inspection (independent schools)*. For integrated inspections, the lead education inspector is responsible for writing the integrated report and ensuring that it is clear and coherent, by checking that judgements about education and residential provision are woven together where appropriate and thus avoiding undue repetition.
173. In the case of a welfare-only inspection, the social care inspector must produce a report from the Emergency inspection toolkit in addition to completing the *Advice note for an emergency inspection – welfare only*.<sup>35</sup>
174. In all cases, the report is structured as set out below, and inspectors must follow these steps.<sup>36</sup> The report should be no more than 750 words. Inspectors should take care with the style and content of what is written in the advice note, paying close attention to the *Guide to Ofsted's house style*, since the advice note may be sent by the DfE to the school and may be requested under the Freedom of Information Act.<sup>37,38</sup>
175. Insert the name and address of the school and the start and end dates of the inspection.
176. Record the overall outcome of the inspection, either 'unmet independent school standards not identified' or 'unmet independent school standards identified'.

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<sup>35</sup> Whether or not a report is required, the social care inspector must complete the emergency inspection toolkit. By default, submitted emergency inspection toolkits will not result in published inspection reports. If the DfE confirms to the Senior HMI responsible for boarding provision in schools that a report will be published, a member of Ofsted's inspection management and support team will arrange for its publication. Further information is available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>36</sup> Additional guidance for social care inspectors on welfare-only reports is provided in *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>37</sup> *Guide to Ofsted's house style* (080230), Ofsted, 2014; [www.gov.uk/government/publications/guide-to-ofsteds-house-style](http://www.gov.uk/government/publications/guide-to-ofsteds-house-style).

<sup>38</sup> [www.legislation.gov.uk/ukpga/2000/36/contents](http://www.legislation.gov.uk/ukpga/2000/36/contents).

177. The reason for the requested emergency inspection should be recorded in the corresponding section of the report, stating that the inspection was conducted without notice. In welfare-only reports, this section is populated by the 'Reason for visit' section of the toolkit.
178. Inspectors should summarise and explain their conclusions in the 'Main findings (or 'Conclusions' for welfare-only) section of the report, in the context of the independent schools standards, and the national minimum standards for boarding or residential special schools, as appropriate. In the 'Main findings/'Conclusions' section of the report, inspectors should simply make clear that the school's provision fails to meet the independent school standards and/or the national minimum standards and the reasons why this is so. The report should be written in plain language and refer to the impact, or likely impact on the pupils, of the unmet standards. Inspectors must guard against identifying any pupil(s), groups of pupils or member(s) of staff. Any sensitive evidence relating to individuals should be recorded in evidence forms or on the RSA and not included in the report. The full and detailed evidence from the inspection should be recorded in the advice note.
179. In the case of education-only and integrated reports, all independent school standards and/or national minimum standards that are unmet must be listed in the section entitled 'Compliance with regulatory requirements and national minimum standards for boarding schools/residential special schools'. This title should be reduced to only retain reference to the relevant set of national minimum standards in integrated inspection reports, and the references entirely removed in education-only reports. The list of unmet independent school standards must be preceded by the following sub-heading, which the inspector must paste into their report to replace the sub-heading supplied in the template:

The school requires improvement and must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements.

- Unmet independent school standards are presented in a table in this section, and inspectors must ensure that the corresponding reference number is listed in the second column and appears in exactly the same way as in the published standards, for example 2(2)(b).
- Where the independent school standards have changed since the previous inspection and/or the action plan, inspectors should take care to insert the new reference number in the second column. For clarity, in the **first** column they should also refer to the previous number in brackets after the text of the unmet requirement, for example: (Previously numbered 1(2)(a).). Inspectors must note that they are inspecting and reporting to the current independent school standards, not to those in force at the time of the previous inspection or action plan.

- In integrated inspection reports, any unmet national minimum standards must be listed under the heading 'The school must meet the following national minimum standards for boarding schools/residential special schools'. Any national minimum standard not met by the school, must be quoted exactly as it appears in the published national minimum standards for boarding schools/residential special schools, even if it does not align with Ofsted's house style, followed by its reference number in brackets, for example: (NMS 5.1).<sup>39</sup>
180. In welfare-only reports, the compliance section of the report is called 'National minimum standards' and will either be automatically populated with the standard line of text 'The school must meet the following national minimum standards for boarding (residential special) schools' followed by a list of the unmet standards.
181. Next, the report lists the names of the all inspectors.
182. In 'Information about this school' inspectors must include a brief note of the location and nature of the school and premises including any off-site or multi-site provision, boarding provision, details of any religious affiliation or special ethos, details of the pupil group including the nature of their special needs, if any. In education-only and integrated inspections, the inspection service provider should cut and paste the equivalent text from the previous inspection report. For welfare-only inspections, the text will be pre-populated by RSA, However, in all cases, the lead inspector must check with the school that the text is still up-to-date and amend it as necessary.
183. The legal basis of the inspection appears alongside the school details, on the penultimate page of the report.
184. If the school has a reasonable case for not including the school address (which appears on the front cover of the report), email address or telephone number, the inspector should omit them and send a note of explanation to the quality assurance reader and inspection service provider. This is particularly important in some special and faith schools, where the disclosure of such information may bring risk to the school's pupils or staff. The inspector's note will be the signal for the inspection service provider to notify the HMI remit lead for inspections of independent schools who will notify Ofsted's publications department not to identify the school with a map on the website, which it is otherwise Ofsted's normal policy. In the case of welfare-only reports, the social care inspector should alert the Independent schools remit team.
185. Education inspectors should refer to the guidance *Independent school inspection reporting requirements and report template instructions* for

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<sup>39</sup> The wording used in the 'integrated inspection report document' is quoted directly from the published national minimum standards.



instructions on completing the 'School details' section, removing headings and rows from their report (depending on whether it concerns a day, boarding or residential special school) and other formatting matters.<sup>40</sup> Please note, however, that all text entered in the emergency inspection report must be in Tahoma 11 font.

186. Social care inspectors should refer to Annex G of this document, and to the guidance *RSA toolkits for inspections of boarding and residential special schools* for further information on completing the 'School details' section and other points relating to producing welfare-only emergency reports. This is available on the boarding and residential provision pages of the Ofsted intranet site.

### **Quality assurance of education-only and integrated advice notes and reports and DfE's decision on publication**

187. Following the inspection, the lead inspector will submit the advice note and (where applicable) report to the ISP for quality assurance in line with the guidance in this document (and the *Independent school inspection reporting requirements and report template instructions* where a report has been produced), paying particular attention to the recommendation made on whether to publish a report.<sup>41</sup>
188. If any of the boarding/residential aspects of an integrated advice note or report need to be changed at the quality assurance stage, the inspection service provider's quality assurance team must have the agreement of the social care inspector **before** the change is made. Once any amendments are agreed by the social care inspector, and incorporated in the document, the inspection service provider's quality assurance team **must** provide a copy of the amended document to the social care inspector via their secure inspection portal.<sup>42</sup> If the changes are small scale, for example for grammatical accuracy, the revised document should be sent for the social care inspector's information only. However, where the substance of the welfare section of the document has been changed, the inspection service provider's quality assurance team must also liaise with the social care inspector by telephone, and give them the opportunity to comment.
189. The social care inspector **must** update their RSA integrated inspection toolkit to align with the amendments to the report. This is to ensure that the boarding outcomes of the inspection are accurately recorded in Ofsted's published data

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<sup>40</sup> *Independent school inspection reporting requirements and report template instructions* is an internal training document for inspectors available on the Ofsted intranet site.

<sup>41</sup> Ibid.

<sup>42</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in RSA toolkits for inspections of boarding and residential provision in schools, which is available on the boarding and residential provision pages of the Ofsted intranet site.

on inspections. Integrated inspection toolkits can be edited up to 15 working days after submission.

190. Where a report has been recommended, will seek a decision from DfE as to whether or not the report will be published, as set out in Annex C. If the DfE does desire publication, an education-only or integrated report will be published on Ofsted's website in the timescale shown in Annex C. When finalised the advice note/report will be sent to the DfE.
191. The lead inspector has five working days from the end of the inspection to send the evidence base of the inspection to the ISP.
192. If the DfE decides that the emergency inspection report will not be published, they will send a letter to the school based on the advice note. This often takes the form of the advice note itself with a short covering letter. As a result of the inspection, DfE may request that Ofsted brings forward the next inspection. The relevant regional Senior HMI for independent schools will keep the school under review, as the outcome of an emergency inspection may impact on risk analysis. They will liaise with the DfE regarding the timing of the next inspection or any follow-up action required. Inspectors MUST NOT arrange an inspection to a school without a commission from DfE to do so.

### **Quality assurance of welfare-only advice notes and reports and DfE's decision on publication**

193. At the end of the writing day following a welfare-only emergency inspection, the social care inspector should send the completed advice note to the RIM, so that it can be quality assured. The social care inspector must also submit their toolkit at the end of the writing day, whether or not a report has been recommended.
194. The advice note (and, where applicable, the report) will be quality assured in line with this guidance, paying particular attention to the recommendation made on whether to publish a report. Following quality assurance, the Independent schools remit team will send it to the DfE, seeking a decision on publication of the report, where necessary.
195. Senior HMI within region will liaise with the DfE about further inspection activity at the school, where required. The performance targets and tracking team will inform the DfE when the report has been published on the Ofsted website.
196. If the DfE does desire publication, the process for welfare-only emergency inspection reports follows that of reports written following standard welfare-only inspections of boarding or residential special schools – please refer to *Conducting inspections of boarding and residential provision in schools*: [www.gov.uk/government/publications/inspecting-boarding-and-residential-provision-in-schools-guidance-for-inspectors](http://www.gov.uk/government/publications/inspecting-boarding-and-residential-provision-in-schools-guidance-for-inspectors).

197. If the DfE decides that the emergency inspection report will not be published, they will send a letter to the school based on the advice note. This often takes the form of the advice note itself with a short covering letter. As a result of the inspection, DfE may request that Ofsted brings forward the next inspection. The RIM in the region will keep the school under review, as the outcome of an emergency inspection may impact on risk analysis. They will liaise with the DfE regarding the timing of the next inspection or any follow-up action required. Inspectors **must not** arrange an inspection to a school without a commission from DfE to do so.

## Progress monitoring inspections to independent schools

### Education-only, integrated and welfare-only inspections

198. Progress monitoring inspections are specifically requested by the DfE, and are part of the 'inadequate schools' procedure. The previous standard or additional inspection will have identified a number of serious weaknesses and regulatory failures, and the school will probably have been judged inadequate in one or more judgements. If it is a boarding or residential special school, inspectors may also have identified serious weaknesses in welfare provision and failures against the national minimum standards. The report contains a list of independent school standards and/or national minimum standards which were not met.
199. As a result, the DfE will have issued the proprietor of the school with a statutory notice under section 114 of the Education and Skills Act 2008 identifying the unmet standards and requiring them to submit a statutory action plan within a timeframe specified in the notice. The DfE provides schools with a suggested template and guidance for producing action plans.<sup>43</sup>
200. The next part of the statutory procedure is that the school's action plan will have been assessed by Ofsted and accepted (with or without modifications) or rejected by the DfE. For more information, see the section of this guidance entitled 'Evaluating independent schools' action plans'.
201. The action plan will set out the steps the school proposes to take to address its weaknesses and to meet the independent school standards and national minimum standards it failed to meet at the time of the inspection. The action plan will also specify the timescale within which the proposed steps will be taken.
202. The monitoring inspection has a definite purpose within the statutory process. This purpose is to assess the amount of progress the school has made with implementing its approved action plan and to report on whether or not this progress is sufficient with regard to the agreed timescale for improvement. In general, this will mean checking on whether the previously unmet independent school standards and/or national minimum standards, which should appear in the action plan, are now met.
203. If the DfE rejects the school's action plan, they will notify Ofsted. The DfE can still request that Ofsted carries out a progress monitoring inspection, and the school will have been informed that they must improve their action plan before the time of the inspection. In such cases, inspectors should ask the school to provide the revised action plan at the start of the inspection. However, whether

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<sup>43</sup> *Advice on action plans, Departmental advice for independent schools* (DFE-00270-2013), DfE, 2013; [www.gov.uk/government/publications/independent-school-action-plans](http://www.gov.uk/government/publications/independent-school-action-plans).

an action plan is provided or not, the purpose of this inspection is to check the school's progress in meeting the previously failed standards.

204. Where the DfE has accepted the school's action plan, the progress monitoring inspection must evaluate the school's progress against the version of the action plan accepted by the DfE (which DfE will supply to Ofsted), **not** subsequently revised plans.
205. All progress monitoring inspections are made at the request of the DfE. Inspectors **MUST NOT** arrange monitoring inspections without a request to do so.
206. Ofsted conducts progress monitoring inspections under section 109(1) and (2) of the Education and Skills Act 2008.<sup>44</sup>

## Before the inspection

### Education-only and integrated progress monitoring inspections

207. The DfE will send a commission for a progress monitoring inspection to Ofsted, which will enclose the version of the action plan accepted by the DfE, a copy of the statutory notice served to the school and any other correspondence in relation to the action plan (with the exception of the situation mentioned in paragraph 203).
208. If the school has dual registration as a children's home, please refer to the section of this guidance entitled 'Progress monitoring inspections of schools with dual registration as children's homes'.
209. Where the action plan concerns unmet independent school standards and also national minimum standards relating to weaknesses in the boarding/residential provision, an integrated progress monitoring inspection will take place, conducted by an education and a social care inspector.
210. Three inspector days are allocated to the lead inspector, for progress monitoring inspections. One day preparation, one on-site day and one writing day. One team inspector may be added to the inspection in cases where there are numerous and/or serious weaknesses in the school. For integrated inspections, a maximum of two social care inspectors will be deployed to inspect the boarding/residential provision and the inspection of the boarding/residential provision runs over two days. Please refer to Annex F for the inspection tariff.
211. In all cases, the inspection service provider (ISP) will upload the commission and all accompanying documents from the DfE including the school's action plan to their secure inspection portal, and ensure that the inspector (and the

<sup>44</sup> [www.legislation.gov.uk/ukpga/2008/25/section/109](http://www.legislation.gov.uk/ukpga/2008/25/section/109).

social care inspector in the case of integrated inspections) can access them.<sup>45</sup> The ISP must also upload the most recent inspection report, any previous progress monitoring report, unpublished advice notes from previous inspection activity and any recent action plan evaluations. They must also upload the template *Progress monitoring independent school standards compliance record* (PM ISS record) and *Report template – progress monitoring (independent schools)*.

212. No telephone calls or other contact must be made with the school prior to the arrival of the inspector/s: in all cases, schools receive **no notice** of progress monitoring inspections.
213. The lead inspector is expected to use part of the preparation day to plan the monitoring inspection carefully, especially where other inspectors are involved, and to liaise with and brief them appropriately.
214. In integrated inspections, the education inspector is responsible for taking the lead in organising the inspection and writing the PM ISS record and the report. On the planning day, the lead inspector must telephone the social care inspector to plan the inspection, and agree a time at which they may confer to reach joint and consistent judgements. The social care inspector will arrive at the school to start their inspection on the late afternoon/evening of the lead inspector's preparation day. This is to enable the social care inspector to talk to pupils during 'boarding time'. The lead inspector must take account of this in their planning. The social care inspector will share any significant information from the inspection history of the school's boarding/residential provision held on the Regulatory Support Application with the lead inspector on the planning day.
215. On the planning day, the inspector/s must read the most recent inspection reports for all the provision offered by the school and the other inspection history provided on the inspection service provider's portal. Reports on the boarding/residential provision, and children's homes reports are available on the Ofsted website.
216. Inspectors must also read all available pre-inspection material including the commission and the accompanying documents provided by the DfE. They must be fully aware of all of the previously failed independent school standards (and national minimum standards), the reasons for the previous failure, and the agreed timescales for improvement.
217. Inspectors should check the school's website. In certain cases, for example where there have been previous failures in the school's policy documentation, the amended policies may be posted on the website for the convenience of

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<sup>45</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in RSA toolkits for inspections of boarding and residential provision in schools, which is available on the boarding and residential provision pages of the Ofsted intranet site.

parents, and the inspector will be able to check these and note their observations on the PM ISS record. The implementation of the policies must be checked during the monitoring inspection. Where policies and other information are not available on the website, the lead inspector will need to ask for these on arrival at the school.

218. Inspectors must check whether any safeguarding issues have arisen at the school since the last inspection in respect of the education and any boarding/residential or children’s home provision associated with the school. For HMI and social care inspectors, this information can be accessed through Ofsted’s provider information portal (PIP), and there is guidance on the Ofsted intranet site to help access PIP. For the inspection service providers’ (ISP) additional inspectors, this information is made available through the ISPs’ own secure inspection portals. In all cases, the portal provides only high-level information about any matters that have arisen, which can be triangulated with other pre-inspection information in order to inform inspection trails (which should be recorded in an evidence form).
219. If the weaknesses relate to safeguarding matters, inspectors may, if appropriate, telephone the local authority designated officer for child protection to enquire about any information they have regarding the school.

### **Welfare-only progress monitoring inspections**

220. Where a monitoring inspection is required to be made only to the residential provision in a school, a welfare-only inspection will take place. The commission will be received by Ofsted’s Independent schools remit team, who liaise with the RIM in the region to arrange for the inspection to be carried out by a social care inspector. The scheduling will be handled internally by Ofsted without reference to the inspection service provider.
221. The Independent schools remit team will ensure that the social care inspector is provided with the commission for the inspection and documents supplied by the DfE – the version of the action plan accepted by the DfE, a copy of the statutory notice served to the school and any other correspondence in relation to the action plan (with the exception of the situation mentioned in paragraph 203).
222. No telephone calls or other contact must be made with the school prior to the arrival of the inspector/s: in all cases, schools receive **no notice** of progress monitoring inspections.
223. The social care inspector will review these alongside the information about the previous inspection and any previous inspection reports on **both** the education and the boarding/residential provision available on the Ofsted website. The social care inspector can access any additional pre-inspection information, for example the advice notes or *Progress monitoring independent school standards*

*compliance record* forms from previous inspections, through the provider information portal.

224. If the weaknesses in the residential provision relate to safeguarding matters, the social care inspector may, if appropriate, telephone the local authority designated officer for child protection to enquire about any information they have regarding the school.
225. The social care inspector will need to launch a Progress monitoring inspection toolkit, which will produce the inspection report, and is responsible for downloading the *Progress monitoring independent school standards compliance record – welfare only* so that the inspection findings can be provided to the DfE.<sup>46</sup>
226. Social care inspectors should note that a progress monitoring inspection does not replace and should not coincide with an annual inspection in a residential school. The routine annual reporting inspection of welfare will take place separately.

## During the inspection

### Education-only, integrated and welfare-only

227. The purpose of a progress monitoring inspection is to determine the progress a school has made in implementing its action plan, and as a consequence, whether all previously unmet independent school standards and national minimum standards, where appropriate, are now met.<sup>47</sup>
228. Where the previous inspection report has raised points for improvement about the quality of education, and teaching in particular, inspectors must see a good cross section of lessons being taught, keep careful written notes on evidence forms, and record the grades awarded in the grid on the *Progress monitoring independent school standards compliance record*. It is essential to ensure that all proposed actions, which have been accepted by the DfE, are being implemented effectively and within the timescale set out in the action plan. Education inspectors should note, however, that where the issues being followed up do not relate to teaching, it is not necessary to spend time in lessons, although previous weaknesses in the curriculum should be followed up

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<sup>46</sup> Social care inspectors must choose one of two outcomes in the progress monitoring inspection toolkit – either that the school has made good progress, or that the school has not met relevant national minimum standards. This aligns with the options in the *Report template – progress monitoring (independent schools)*. Guidance for social care inspectors is provided in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>47</sup> In checking compliance with the independent school standards, inspectors should refer to the internal training document *Inspecting against the independent school standards*, which is available on the Ofsted intranet site.



through teaching to see how the improved curriculum is being implemented. Inspectors are asked to use their professional judgement in these matters.

229. Any lessons observed should be recorded on evidence forms and these should be submitted to the inspection service provider after the inspection with the rest of the evidence base.
230. In the vast majority of cases, inspectors should expect to see tangible progress and that any independent school standards or national minimum standards which were not met at the time of the previous inspection are now fully met. In a very few cases satisfactory progress could have been made and the school may have improved without the standard yet being met. This could be, for example, because of previous weaknesses in premises and accommodation, where there is a substantial building programme underway but it is not yet completed. Nonetheless, to record 'satisfactory progress' the inspector should expect the school to have rectified any areas of weakness which might affect pupils' health and safety.
231. At all times during inspection, inspectors should carry their official identification card. Both the inspection service provider and Ofsted should be able to verify inspectors' legitimate presence in the school, if this is needed.
232. In the rare event that the inspector arrives at the school to find that it is no longer operating, the inspector should follow the guidance under the heading 'Inspections of schools that appear to have closed'.

### **Completing the *Progress monitoring independent school standards compliance record***

233. All evidence must be recorded clearly in the 'Inspector's evidence' columns of the *Progress monitoring independent school standards compliance record* or, in the case of welfare-only inspections, the *Progress monitoring independent school standards compliance record – welfare-only* (PM ISS record). In this column, inspectors should summarise the action the school has taken and assess its effectiveness, making clear how the problem has, or has not, been resolved. Although inspectors are encouraged to set out their evidence in bullet points, they must ensure that it is written in clear, grammatically correct sentences, which align with Ofsted's house style.<sup>48</sup>
234. Inspectors should also ensure that they summarise the cause of the original regulatory failure or unmet national minimum standard in the second column of the PM ISS record, in order to put the evidence into context for the DfE and quality assurance readers.

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<sup>48</sup> *Guide to Ofsted's house style* (080230), Ofsted, 2014; [www.gov.uk/government/publications/guide-to-ofsteds-house-style](http://www.gov.uk/government/publications/guide-to-ofsteds-house-style).

235. Where independent school standards have changed since the previous inspection and/or the action plan, inspectors should take care to insert the new reference number in the section of the PM ISS compliance record headed 'para no'. For clarity, they should also refer to the previous number in brackets after it, for example: 2(2)(a), previously 1(2)(a). Inspectors must note that they are inspecting and reporting to the current independent school standards, not to those in force at the time of the previous inspection or action plan.
236. In the course of a progress monitoring inspection inspectors may observe that the school now fails to meet an independent school standard or national minimum standard which it met at the time of the previous inspection. Where this is the case, they should fill in the section of the template entitled 'additional observations not recorded in the action plan'; otherwise delete this section entirely from the template.
237. Inspectors and quality assurance readers should take particular care over the quality of writing in the PM ISS record and the report. In the case of a tribunal, these notes will be called as evidence. Please refer to the guidance below on writing progress monitoring reports.
238. If the school has not made adequate progress and still does not comply with the independent school standards at the end of a progress monitoring inspection, the lead inspector will complete a Form A. Please refer to the section of this guidance document entitled 'Form A – initial advice to the registration authority that an independent school is not complying with the independent school standards'.

## After the inspection

239. Following education-only inspections, the lead inspector will write the PM ISS record and report.
240. Where the inspection was integrated:
- the social care inspector will record their findings from the residential provision in the Progress monitoring integrated inspection toolkit. When complete, the text will be automatically extracted into a Word document, known as the 'integrated inspection report document', which the social care inspector will provide to the lead inspector by 'safestick' at the end of the inspection or as soon as possible afterwards. If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email. If the lead inspector was one of the inspection service provider's additional inspectors, the documents must not be emailed

– the social care inspector must upload the documents to the inspection service provider’s inspection portal<sup>49</sup>

- as with routine inspection reports, social care inspectors are asked to provide the lead inspector with only the key points from their inspection. The key points should focus on: each of the national minimum standards that remained unmet at the time of the previous inspection; what remedial action the school has since taken; and whether or not the standard is now met. Inspectors need not list all the evidence to support their judgements
- the lead inspector will coordinate writing the integrated PM ISS record and paste the contents of the ‘integrated inspection report document’ into it. The social care inspector may also provide supplementary evidence to support the inspection findings. This may be a Word version of the evidence recorded in the RSA toolkit, which is automatically generated. The lead inspector must **not** paste this supplementary evidence into the PM ISS record, but must ensure that it is include in the evidence base for the inspection
- the lead inspector will also draft the integrated progress monitoring inspection report.

241. For welfare-only inspections, the social care inspector will produce a report from the Progress monitoring inspection toolkit and complete the welfare-only PM ISS record.

### **Writing a progress monitoring independent school standards compliance record**

242. The ISP will pre-populate the ‘Information about the school’ section of the PM ISS record with the text from the last inspection report.

243. In the ‘Context of the inspection’ section inspectors should record the date of last inspection, including the date of any welfare-only inspections, the date that the DfE accepted the school’s action plan and whether this was the first or subsequent consecutive progress monitoring inspection.

244. The ‘Progress made against the action plan and in complying with The Education (Independent School Standards) Regulations 2014 section is used for the inspection findings, which should be reported under the relevant headings of the independent school standards. The cause of the original regulatory failure recorded in the ‘Advice note for evaluating a school’s action plan’ will be pre-populated by the ISP. The inspector will summarise the action the school has taken, with a short commentary on its effectiveness, and will record

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<sup>49</sup> To obtain log-in details for the portals and instructions on uploading documents to them, the social care inspector should contact the relevant inspection service provider’s administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

whether the previously unmet requirement is now met. Any headings not applicable to the progress monitoring inspection should be deleted from the PM ISS record.

245. In the case of integrated inspections, the social care inspector's findings on the proposed material change to boarding or residential provision should be reported under the heading 'National minimum standards for boarding schools/residential special schools'. All national minimum standards that the provision is unlikely to meet should be listed in the table provided, with the number of the standard in the second column. If the inspection only relates to education matters, and was not an integrated inspection, this section of the advice note should be deleted.
246. If inspectors have observed that the school now fails to meet an independent school standard or national minimum standard which it met at the time of the previous inspection, this should be recorded in the section of the template entitled 'Additional observations not recorded in the action plan'; otherwise this section should be deleted from the template.
247. At the end of the PM ISS record, under the heading 'Advice to the registration authority for independent schools' inspectors should record the overall outcome of the inspection:
- Independent school standards met
  - Independent school standards not met
248. Where the outcome is that standards are not met, the unmet standards should then be listed in the subsequent rows of the table, with the paragraph number recorded in the second column. In the case integrated inspections, any unmet national minimum standards should also be listed, with the number of the standard in the second column. Otherwise, the final rows in the table should be deleted.

### **Writing a progress monitoring inspection report**

249. Reports resulting from education-only, integrated, or welfare-only monitoring inspections are published on the Ofsted website. This enables parents and carers, pupils, placing authorities and the general public to be informed about the progress the school has made since its last published report. Reports must make clear how well the school has implemented its action plan, and whether the previously unmet independent school standards and/or national minimum standards are now met.
250. In all cases inspectors should aim for succinctness and clarity in writing, understanding, of course, that length will vary with the circumstances encountered on inspection, but as a guideline they should write no more than 750 words for a day school and 1200 for a residential school. Inspectors must

ensure that they make clear in the report which national minimum standards remain unmet.

251. In all cases, the report is structured as set out below, and inspectors must follow these steps.
252. Insert the name and address of the school and the start and end dates of the inspection.
253. Record the overall outcome of the inspection, either 'independent school standards met' or 'independent school standards not met'.
254. The 'Context of the inspection' section must start with the statement: 'This inspection was undertaken at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan.' Inspectors must include the date of last inspection (including the last welfare inspection if this date is different), and whether this is the first/second visit to the school to follow up its progress. They should refer to the date at which the action plan was accepted.
255. In the 'Main findings' (or 'Summary of the progress made in implementing the action plan' for welfare-only) section, inspectors should focus their writing on each of the independent school standards and/or national minimum standards that were not met at the time of the previous inspection; state what remedial action the school planned and has taken; and state whether or not this has been sufficient for the standard to be met. Inspectors should organise their writing under sub-headings relating to the independent school standards, and/or national minimum standards – the sub-headings should be in emboldened Tahoma 11 font.
256. In the section entitled 'Compliance with regulatory requirements and national minimum standards for boarding schools/residential special schools' ('National minimum standards' in welfare-only reports), the report must list all independent school standards and/or national minimum standards that remain unmet.
257. In education-only and integrated inspection reports, the title of this section should be reduced to only retain reference to the relevant set of national minimum standards in integrated inspection reports, and the references entirely removed in education-only reports. The list of unmet independent school standards must be preceded by the following sub-heading, which the inspector must paste into their report to replace the sub-heading supplied in the template:

The school must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

- Unmet independent school standards are presented in a table in this section, and inspectors must ensure that the corresponding reference number is listed in the second column and appears in exactly the same way as in the published standards, for example 2(2)(b).
- Where independent school standards have changed since the previous inspection and/or the action plan, inspectors should take care to insert the new reference number in the second column. For clarity, in the **first** column they should also refer to the previous number in brackets after the text of the unmet requirement, for example: (Previously numbered 1(2)(a).). Inspectors must note that they are inspecting and reporting to the current independent school standards, not to those in force at the time of the previous inspection or action plan.
- In integrated inspection reports, any unmet national minimum standards must be listed under the heading 'The school must meet the following national minimum standards for boarding schools/residential special schools'. Any national minimum standard not met by the school, must be quoted exactly as it appears in the published national minimum standards for boarding schools/residential special schools, even if it does not align with Ofsted's house style, followed by its reference number in brackets, for example: (NMS 5.1).<sup>50</sup>
- The above points also apply to the corresponding section for recording unmet standards in the *Progress monitoring independent school standards compliance record*.

258. If the inspector's definitive judgement is that all independent school standards and national minimum standards are now met, the inspector must insert the following standard line of text, which the inspector must paste into their report to replace the sub-heading supplied in the template:

The school now meets all The Education (Independent School Standards) Regulations 2014 and associated requirements'.

259. In welfare-only reports, the compliance section of the report is called 'National minimum standards' and will either be automatically populated with the standard line of text 'The school must meet the following national minimum standards for boarding (residential special) schools' followed by a list of the unmet standards, or 'The school has made good progress and now meets all the national minimum standards for boarding (residential special) schools.', depending on the overall outcome of the inspection.

260. In all cases, the inspector's definitive final judgement about whether or not the school now meets the independent school standards must also be recorded in

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<sup>50</sup> The wording used in the 'integrated inspection report document' is quoted directly from the published national minimum standards.

the 'Advice to the registration authority for independent schools' section of the *Progress monitoring independent school standards compliance record*.

261. Next, the report lists the names of all the inspectors.
262. In 'Information about this school' inspectors must include a brief note of the location and nature of the school and premises including any off-site or multi-site provision, boarding provision, details of any religious affiliation or special ethos, details of the pupil group including the nature of their special needs, if any. In education-only and integrated inspections, the inspection service provider should cut and paste the equivalent text from the previous inspection report. For welfare-only inspections, the text will be pre-populated by RSA, However, in all cases, the lead inspector must check with the school that the text is still up-to-date and amend it as necessary.
263. The legal basis of the inspection appears alongside the school details, on the penultimate page of the report.
264. If the school has a reasonable case for not including the school address (which appears on the front cover of the report), email address or telephone number, the inspector should omit them and send a note of explanation to the quality assurance reader and inspection service provider. This is particularly important in some special and faith schools, where the disclosure of such information may bring risk to the school's pupils or staff. The inspector's note will be the signal for the inspection service provider to notify the relevant regional Senior HMI for independent schools who will notify Ofsted's publications department not to identify the school with a map on the website, which it is otherwise Ofsted's normal policy. In the case of welfare-only reports, the social care inspector should alert the remit team.
265. Education inspectors are directed the *Independent school inspection reporting requirements and report template instructions* for instructions on completing the 'School details' section, removing headings and rows from their report (depending on whether it concerns a day, boarding or residential special school) and other formatting matters. Please note, however, that all text entered in the progress monitoring inspection report must be in Tahoma 11 font.<sup>51</sup>
266. Social care inspectors should refer to Annex G of this the document, and to the guidance *RSA toolkits for inspections of boarding and residential special schools* for further information on completing the 'School details' section and other points relating to producing welfare-only progress monitoring reports. This is available on the boarding and residential provision pages of the Ofsted intranet site.

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<sup>51</sup> *Independent school inspection reporting requirements and report template instructions* is an internal training document for inspectors available on the Ofsted intranet site.

267. Progress monitoring reports should report solely on independent school standards and/or national minimum standards failed, and not attempt to present a general overview of the school's current quality of provision. For each regulatory/standards failure, inspectors should report the problem that caused the independent school standard/national minimum standard to not be met, what the school planned to do to address the issue, evidence about whether the school has made sufficient progress, and whether the standard is now met. This should be captured in the 'Summary of progress made in implementing the action plan' section.
268. For further guidance on report writing, please refer to Independent school inspection reporting requirements and report template instructions<sup>52</sup> and in the case of welfare-only inspections, Conducting inspections of boarding and residential provision in school:  
[www.gov.uk/government/publications/inspecting-boarding-and-residential-provision-in-schools-guidance-for-inspectors](http://www.gov.uk/government/publications/inspecting-boarding-and-residential-provision-in-schools-guidance-for-inspectors).<sup>53</sup>

**Quality assurance of education-only and integrated reports and *Progress monitoring independent school standards compliance record***

269. Following the inspection, the lead inspector will submit the PM ISS record and report to the ISP for quality assurance in line with the guidance in this document.
270. If any of the boarding/residential aspects of an integrated PM ISS record or report need to be changed at the quality assurance stage, the inspection service provider's quality assurance team must have the agreement of the social care inspector **before** the change is made. Once any amendments are agreed by the social care inspector, and incorporated in the document, the inspection service provider's quality assurance team **must** provide a copy of the amended document to the social care inspector via their secure inspection portal.<sup>54</sup> If the changes are small scale, for example for grammatical accuracy, the revised document should be sent for the social care inspector's information only. However, where the substance of the welfare section of the document has been changed, the inspection service provider's quality assurance team must also liaise with the social care inspector by telephone, and give them the opportunity to comment.

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<sup>52</sup> *Independent school inspection reporting requirements and report template instructions* is an internal training document for inspectors available on the Ofsted intranet site.

<sup>53</sup> Social care inspectors should also refer to the guidance *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>54</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in RSA toolkits for inspections of boarding and residential provision in schools, which is available on the boarding and residential provision pages of the Ofsted intranet site.



271. The social care inspector **must** update their RSA integrated inspection toolkit to align with the amendments to the report. This is to ensure that the boarding outcomes of the inspection are accurately recorded in Ofsted’s published data on inspections. Integrated inspection toolkits can be edited up to 15 working days after submission.
272. When finalised, the documents will be sent to the DfE.
273. The lead inspector has five working days from the end of the inspection to send the evidence base of the inspection to the ISP.
274. Please refer to Annex D for a timeline for conducting progress monitoring inspections to schools.

### **Quality assurance of welfare-only reports and *Progress monitoring independent school standards compliance record***

275. At the end of the writing day following a welfare-only progress monitoring inspection, the social care inspector should send the completed *Progress monitoring independent school standards compliance record* (PM ISS record) to the RIM so that it can be quality assured. The social care inspector must also submit their toolkit at the end of the writing day.
276. The PM ISS record and report will be quality assured in line with this guidance. Following quality assurance, the remit team will send it to the DfE.
277. The Senior HMI in the region will liaise with the DfE about further inspection activity at the school. The performance targets and tracking team will inform the DfE when the report has been published on the Ofsted website.
278. The publication process for welfare-only progress monitoring inspection reports follows that of reports written following standard welfare-only inspections of boarding or residential special schools – please refer to *Conducting inspections of boarding and residential provision in schools*:  
[www.gov.uk/government/publications/inspecting-boarding-and-residential-provision-in-schools-guidance-for-inspectors](http://www.gov.uk/government/publications/inspecting-boarding-and-residential-provision-in-schools-guidance-for-inspectors).
279. As a result of the inspection, DfE may request that Ofsted brings forward the next inspection. The RIM will keep the school under review, as the outcome of an emergency inspection may impact on risk analysis. They will liaise with the DfE regarding the timing of the next inspection or any follow-up action required. Inspectors **MUST NOT** arrange an inspection to a school without a commission from DfE to do so.

### **Progress monitoring inspections of schools with dual registration as children’s homes**

280. Ofsted has more discretion over the way in which it follows up inadequacy in children’s homes where Ofsted is the registration authority. Where the welfare

of children and young people is judged inadequate, social care inspectors will follow this up within an appropriate timescale relevant to the issues involved. This may coincide with an interim or a full welfare inspection.

281. Where education has been judged inadequate in a children's home providing education, the action plan must be followed up by the education inspector in a timescale requested by the DfE, as the registration authority for the school. This may be undertaken as a separate inspection but preferably it should be combined wherever possible with one of the two inspections of the social care inspector to the children's home which are carried out each year. Where this is possible, it is considered to be an 'aligned' inspection.
282. Where weaknesses have been identified in both the education provision and care provision of an independent school with dual registration as a children's home, where possible, the progress monitoring inspections of education and care will be 'aligned'. Inspectors will work closely together, but two separate reports are produced, one for the DfE which covers the education provision (if the DfE requires publication) and one for Ofsted which reports the findings from the welfare inspection. The social care inspector will produce their report using the RSA database in the normal way; the education inspector will produce an *Progress monitoring independent school standards compliance record* for the DfE and a short monitoring report as a result of the monitoring inspection.
283. Where there are more than five pupils on roll, inspectors must make clear in the 'Context of the inspection' section of the report that the progress monitoring inspection was conducted alongside an inspection of the social care provision, and that there is a parallel report published on the welfare of the young people in the home. Inspectors are reminded not to identify the setting by its address, and should refer to the guidance on reporting on an independent school which is dually registered as a children's home in the document *Independent school inspection reporting requirements and report template instructions*.<sup>55</sup>

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<sup>55</sup> *Independent school inspection reporting requirements and report template instructions* is an internal training document for inspectors available on the Ofsted intranet site.

## Conducting an additional inspection as part of a standard inspection

284. The Department for Education (DfE) may commission Ofsted to consider a school's application to make a material change to its registration, a school's progress in implementing its action plan and in meeting unmet independent school standards, or a complaint or other issue about a school, as part of a standard inspection.
285. Similarly, if a commission for an additional inspection from the DfE is received by Ofsted, and Ofsted has already scheduled a standard inspection to take place in the same or next term or so, the relevant regional senior HMI for independent schools will recommend to the DfE that the additional inspection be carried out as part of the standard inspection.
286. The 'additional matters' will be considered as part of the standard inspection, and reported to the DfE in the report and ISS compliance record for the standard inspection.

### Before the inspection

287. In exceptional circumstances, the senior HMI may decide to deploy an additional team inspector in order to ensure that sufficient evidence is gathered to fulfil the requirement of the standard inspection and report on the additional matters. Normally, the tariff for the standard inspection will not be increased since compliance with all the independent school standards must be checked in a standard inspection.
288. Ofsted will provide the inspection commissioning form (ICF), (which specifies the additional matters be considered), to the inspection service provider. The inspection service provider will make the ICF available to the lead inspector in advance of the inspection, in the usual way.
289. The inspector will consider the information in the ICF as part of their pre-inspection activity, following the guidance in the relevant section of this handbook, depending on the nature of the commission.

### During the inspection

290. Where the DfE has commissioned Ofsted to consider a material change request, or a school's progress in implementing its action plan and in meeting unmet standards, the lead inspector should make clear to the school at the start of the inspection that this matter will be considered within the scope of the standard inspection and the outcome will be reflected in the report. Feedback on the outcome of the additional matters will be given at the time that the inspection findings are given to the school.

291. The inspection team must follow the relevant section of guidance in this handbook in relation to inspecting the additional matters, which should form part of the inspection trails for the standard inspection.

## After the inspection

### Independent school standards compliance record

292. Evidence and judgements in relation to the additional matters should be recorded in the *Independent school standards compliance record* (ISS record) for the standard inspection, under the heading 'Evidence from additional matters commissioned by, or additional advice to the registration authority'. There is no requirement for the inspector to write a separate advice note or report solely on the additional matters. As usual, any sensitive or confidential matters that need to be brought to the DfE's attention, but are not appropriate for the inspection report, should be recorded in the ISS record.

293. The inspector should insert sub-headings in this section of the ISS record, in emboldened Tahoma 12 font, and report the additional matters, as follows.

- The section should start with a short statement to summarise the additional matters considered as part of the standard inspection.
- The main findings in relation to the additional matters should be reported under sub-headings using the relevant form of words for the part/s of the independent school standards regulations to which the additional matters relate. For example 'Part 7. Manner in which complaints are to be handled.' This section must include the paragraph numbers of all unmet standards (including national minimum standards, where applicable) to which the additional matters relate.
- Material change:
  - 'Overall outcome' under which the inspector should record their overall judgement in relation to the material change, using the appropriate wording provided in the material change section of this handbook.
  - 'Compliance with national minimum standards', under which the overall judgement in relation to proposed new or extended boarding provision should be reported, using the appropriate wording provided in the material change section of this handbook.
  - The inspector will also need to include a recommendation to the registration authority on the number, age and gender of pupils that the school is likely to be equipped to take, if the material change/s is/are implemented, in line with the guidance in the material change section of this handbook.
- Progress monitoring:
  - There must be a clear statement about whether the school now complies with each of the paragraphs of the independent school standards that

were previously unmet, listing the paragraph numbers. This must be supported with clear evidence where the school now meets the previously unmet standards.

- However, there is no requirement to repeat the evidence about continued non-compliance with paragraphs of the standards in this section of the ISS record. Evidence to support judgements of non-compliance should be recorded in the relevant main section of the ISS record.
- **Emergency (complaint or other issue):**
  - There should be specific reference to the ‘emergency matter’ and, for example, how effectively the school dealt with it.
  - The inspector must report on, for example, how effectively the school has dealt with the issue, whether the issue is resolved, and whether it is a one-off instance or represents a whole school issue.<sup>56</sup>
  - There must be a clear statement, in respect of the complaint or other ‘emergency matter’, whether the independent school standards are met or not met, listing the relevant paragraph numbers.
  - Where the judgement is that standards are met, this must be supported with clear evidence. In relation to standards that are judged to be unmet, the supporting evidence should only be summarised in this section. Evidence to support judgements of non-compliance should be recorded in the relevant main section of the ISS record.

294. In the report for the standard inspection, the ‘Information about this inspection’ section should contain a line about the nature of the material change sought by the school, or to the effect that a school’s progress against its action plan and in meeting unmet standards was considered as part of the inspection. Where appropriate, there may be reference to the ‘emergency matter’, for example where the inspector concludes that there was foundation to the issues raised in the complaint, which impact on the school as a whole.

295. The findings in respect of the ‘additional matters’ should be reported under the relevant judgement headings, at the inspector’s discretion in the ‘Inspection judgements’ section of the report for the standard inspection.

296. Where a progress monitoring inspection has taken place as part of the standard inspection, the leadership and management section of the report must make clear how well the school has implemented its action plan, and whether the previously unmet independent school standards and/or national minimum standards are now met.

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<sup>56</sup> Where the emergency inspection was commissioned in relation to a complaint, inspectors should not refer to whether the complaint is ‘upheld’ or ‘not upheld’.

297. Where a material change was considered, the 'Leadership and management' part of the 'Inspection judgements' section must include a clear statement about whether the school is likely to comply with the relevant independent schools standards if the material change is implemented.
298. Where the amount of work required is substantial and requires significant reporting, inspectors should simply state that the material change is not recommended owing to inadequate accommodation/curriculum planning and so on, and record the details in the ISS compliance record for the information of the DfE.

## Form A – initial advice to the registration authority that an independent school is not complying with the independent school standards

299. If inspectors reach the conclusion that the school is not complying with one or more independent school standards or national minimum standards and this is having a negative impact on pupils' welfare, health and safety, academic or personal development, including the promotion of pupils' spiritual, moral, social and cultural development, and therefore the school's overall effectiveness is inadequate, the lead inspector must complete a Form A as set out below.
300. In the case of pre-registration inspections, Form A should only be completed if the school is already operating.
301. The purpose of Form A is to alert the registration authority, the DfE, to the judgement that the school is not meeting all the independent school standards. The DfE will use the information to determine whether to take regulatory action and to prioritise those schools which require most urgent attention.

### Education-only and integrated inspections

302. The lead education inspector must complete *Form A – initial advice to the registration authority that an independent school is not complying with the independent school standards* (Form A). The Form A must be uploaded to the ISP's portal, as soon as possible, and by the end of the writing day at the latest.
303. The inspection service provider will send the completed Form A to the independent schools remit team ([independentschools@ofsted.gov.uk](mailto:independentschools@ofsted.gov.uk)) as soon as possible, who will forward it to the relevant regional Senior HMI for independent schools.
304. On receipt, the Senior HMI will consider the information provided on the form and may, at that stage, hold a discussion with the lead inspector. The Senior HMI will return the completed form to the independent schools remit team ([independentschools@ofsted.gov.uk](mailto:independentschools@ofsted.gov.uk)) as soon as possible, who will forward the form to the DfE.

### Welfare-only inspections

The lead social care inspector must complete *Form A – confirmation that the boarding or residential provision of a school is causing or is no longer causing concern* where the concerns are solely about the boarding/residential provision, and send it to the remit team.

## Inspections of schools that appear to have closed

305. This guidance is for use where the Department for Education (DfE) has commissioned an emergency inspection to ascertain whether a school is still operating. This may have arisen as a result of the inspection service provider notifying a school of its scheduled standard, pre-registration or material change inspection, as set out in the relevant sections of this document and the *Deferral policy for inspections of independent day, boarding and residential special schools*.<sup>57</sup>
306. It is also for use in respect of progress monitoring inspections, or emergency inspections that have been commissioned by the DfE for any other reason. These inspections are conducted at no notice, and therefore it may transpire that the school appears to have closed when the inspector arrives at a school to conduct the inspection.
307. The inspector will need to consider taking the following actions, as part of pre-inspection activity or while they are on-site. This is a general steer, not a definitive list of actions.
- Consider arriving at a time when pupils would be arriving at the start of the school day and observe if any pupils enter the building or appear to be inside the premises.
  - Check whether the school's website suggests that the school is still operating.
  - Contact the local authority in which the school is located, or any local authorities that are known to have placed and funded pupils at the school, to check their knowledge as to whether the school no longer admits pupils.
  - Check whether there is a sign to identify the school's premises.
  - Attempt to gain access to the premises.
  - Talk to any persons present, particularly in the case of schools with dual registration as children's homes. It might be the case that the children who were previously educated at the school, now attend a nearby school.
  - Ask to see the attendance and admissions registers to check that no children have attended the school in recent days.
  - Ask to be shown around the premises in order to check for evidence that might suggest that education is taking place.
308. The inspection findings should be reported in the *Advice note for an emergency inspection*, in the 'Information about the school' section and/or under the

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<sup>57</sup> *Deferral policy for inspections of independent day, boarding and residential special schools* (090037), Ofsted, 2015; [www.gov.uk/government/publications/deferral-policy-for-inspections-of-independent-day-boarding-and-residential-special-schools](http://www.gov.uk/government/publications/deferral-policy-for-inspections-of-independent-day-boarding-and-residential-special-schools).



'Compliance with The Education (Independent School Standards) Regulations 2014' heading, as the inspector sees fit.

309. At the end of the advice note, the inspector must record an overall outcome of 'The school appears to have closed' under the heading 'Advice to the registration authority for independent schools'.
310. There is no requirement for an emergency inspection report to be written in this inspection scenario.

## Evaluating independent schools' action plans

311. Schools are required by the DfE to produce an action plan that sets out the action they intend to take to rectify any regulatory failures identified at their last inspection. This action plan may be required after a standard inspection or any additional inspection which inspectors make to the school.
312. The normal procedure is for DfE to request a non-statutory action plan within one month of the date of the letter from DfE requesting the action plan.
313. However, where it has serious concerns about a school, the DfE will have issued the proprietor with a statutory notice under section 114 of the Education and Skills Act 2008 identifying the unmet standards and requiring them to submit a statutory action plan within a timeframe specified in the notice.
314. Where a statutory notice has been served, section 114(4) of the Education and Skills Act 2008 states that an action plan must state clearly both the action proposed by the school to rectify any regulatory failures and the timescale within which the action will be taken. The DfE provides schools with a suggested template and guidance for producing action plans *Advice on action plans, Departmental advice for independent schools*.<sup>58</sup>
315. The options for DfE on receipt of the action plan are:
- to accept it
  - to reject it
  - to accept it with modifications.
316. Once received, both non-statutory and statutory action plans must be assessed. In many cases, for example where the issues are few or straightforward, the DfE will decide how to respond to an action plan. Where the issues are more complex, or where the DfE requires professional advice, such as is generally the case for a statutory action plan, they will ask Ofsted to assess the action plan and advise whether the plan is acceptable or not and, on the basis of that advice, they will decide the next steps.
317. Where a statutory notice has been served the DfE will make one of the judgements above based on Ofsted's advice. In other cases they will decide on a range of options as follows:
- to accept it and put the school back into the normal inspection cycle
  - to accept it and request a follow up inspection
  - to reject it and serve a statutory notice requiring a revised action plan

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<sup>58</sup> *Advice on action plans, Departmental advice for independent schools* (DFE-00270-2013), DfE, 2013; [www.gov.uk/government/publications/independent-school-action-plans](http://www.gov.uk/government/publications/independent-school-action-plans).

- to reject it and request a further non statutory action plan.

## Before the evaluation

318. DfE will send a commission for an evaluation to Ofsted, enclosing a copy of the action plan.
319. If the evaluation of the action plan follows an HMI-led inspection, the evaluation will normally be carried out by the same HMI (or another HMI if necessary). If the evaluation follows an inspection led by an additional inspector, the same additional inspector (or another additional inspector if necessary) will conduct the evaluation.
320. In both cases, the ISP will upload the commission and the school's action plan to their secure inspection portal, alongside a template *Advice note for evaluating a school's action plan*, a copy of the last inspection report and the *Independent school standards compliance record*. If the action plan evaluation follows an additional inspection, a copy of the completed advice note and in the case of new registration inspections, the completed regulatory check sheet will be uploaded.

## Integrated evaluations of action plans

321. In some cases, the request for an evaluation of an action plan will follow an integrated inspection. The action plan will therefore be evaluated by both an education and a social care inspector who will both be granted access to the ISP's portal. The education inspector will assess the education aspects, and complete the 'Information about the action plan evaluation' and 'Overall judgement' sections of the *Advice note for evaluating a school's action plan* and upload it to the ISP portal.
322. The ISP will then contact Ofsted's Independent schools remit team, so that the social care inspector can evaluate the boarding/residential aspects of the school's action plan.
323. The social care inspector will complete the 'Information about the action plan evaluation' and 'Overall judgement' sections of the partially completed advice note. They must also record a note in the RSA database under 'Registration comments' to state that an evaluation of the school's action plan took place and a brief description of the outcome of this, with reference to the education findings.

## Welfare-only evaluations of action plans

324. Where the improvements in a school's action plan all relate to unmet national minimum standards and weaknesses in the boarding/residential provision, the Independent schools remit team will forward the commission, the school's action plan and any other documents provided by the DfE to the relevant regional Regulatory inspection manager who will allocate the evaluation to a

social care inspector. The social care inspector can access any additional pre-inspection information, for example the advice notes from previous inspections, through the provider information portal.

325. The social care inspector will need to fill in an *Advice note for evaluating a school's action plan – welfare only* and record a note in the RSA database under 'Registration comments' to state that an evaluation of the school's action plan took place and a brief description of the outcome of this.<sup>59</sup>

## Evaluating the action plan and writing the advice note

### Education-only, integrated and welfare-only

326. The purpose of the evaluation is to advise the DfE whether or not the actions proposed by the school to meet the unmet standards are acceptable and therefore whether the action plan is acceptable. The DfE guidance expects schools to include measurable success criteria for each of the actions the school proposes to take in order to meet the unmet standards, so that the adequacy of each action can be evaluated.<sup>60</sup>
327. The 'Information about the action plan evaluation' section of the advice note contains pre-populated text. Inspectors should delete and retain the optional wording as necessary.
328. In the 'Compliance with The Education (Independent School Standards) Regulations 2014 and national minimum standards for boarding schools/residential special schools' section, the first two columns set-out the independent school standards/national minimum standards judged to be unmet at the previous inspection. The second column gives a brief summary of what the inspection report stated were the actual failings of the school in terms of the unmet standard. The third column 'Date when proposed action will be completed' should contain a date (which may follow the school's style if it speaks of 'end of summer term' or similar) or a phrase such as 'Said to be completed', when the school's proposed action to meet the unmet standard will be completed. These columns will be populated by the ISP in the case of evaluations conducted by additional inspectors, or the Independent schools remit team or evaluations conducted by HMI or welfare-only evaluations conducted by social care inspectors.
329. Inspectors must check that the school's action plan has addressed each of the independent school standards and/or national minimum standards it failed at the previous inspection. In the last column of the table, 'Evaluation of the evidence sent by the school or the action proposed together with the timescale', inspectors should state whether each action the school has taken or proposed

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<sup>60</sup> *Advice on action plans, Departmental advice for independent schools* (DFE-00270-2013), DfE, 2013; [www.gov.uk/government/publications/independent-school-action-plans](http://www.gov.uk/government/publications/independent-school-action-plans).

to take in order to meet the unmet standards is acceptable, providing evidence where it is not. Inspectors should also evaluate the proposed timescales and indicate whether these are reasonable.

330. For each independent school standard or national minimum standard failed, the evaluator's commentary should open with a brief account (one or two sentences) to summarise what the inspection report stated were the actual failings of the school in terms of the standard. For example, with respect to part 1, paragraph 2(1) of the independent school standards, the school may have had no schemes of work for art and music, rather than some general failing with regard to subject documentation. This will help to focus attention in the evidence on the match of the school's response.<sup>61</sup>
331. In the advice note, the inspector should state the following points clearly for the action proposed to address each regulatory failure.
- Whether the planned action is satisfactory (do not use descriptors such as 'good') – that is, likely to remedy the shortfall against the standard. Where the planned action is not sufficient or appropriate to put the weakness right, the reasons for this should be stated briefly and clearly. If the school does not have appropriate success criteria, inspectors should indicate that this requires improvement.
  - Whether the timescale proposed is satisfactory. If it requires improvement, inspectors should state why. If the action is completed, then the timescale is satisfactory.
332. Unless clear evidence of completion (such as a copy of the single central register) has been provided along with the action plan, most actions will be subject to inspection in terms of confirming their implementation or completion.
333. At the end of the advice note, under the heading 'Advice to the registration authority for independent schools' inspectors should record the overall outcome of the inspection:
- The proposed action plan is acceptable
  - The proposed action plan requires improvement
334. In reaching the judgement, inspectors must judge whether the plan shows exactly how the school will address the standards it did not meet and when it will complete each action. In reaching a judgement, inspectors must be clear that implementation of the action plan will mean that all independent school standards and national minimum standards will be met. The inspector should therefore consider the following matters in assessing the plan.

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<sup>61</sup> In judging the action taken or proposed by the school, inspectors should refer to the internal training document *Inspecting against the independent school standards*, which is available on the Ofsted intranet site.

- Are the proposed actions clear and specific?
- Do they address appropriately each of the regulatory failures (or national minimum standard failures) identified by the inspection?
- Does the plan show how the proposed action will lead to sufficient improvement for each standard to be met?
- Does the plan reflect an appropriate timescale by which each intended action will be completed?
- Does the plan show how the school intends to measure the success of its actions (success criteria)?

335. If the answer to any of the questions above is no, inspectors must judge the action plan to require improvement.

336. If any of the failed standards have not been addressed, and/or if there is any failure to specify a timescale for the completion of an action, the action plan must be judged as requiring improvement.

337. The DfE expects independent schools to prepare high quality action plans, and to implement them. Independent schools must comply with the independent school standards for continued registration. The DfE may take regulatory action against a school with unmet standards, but can only do so if it rejects a school's action plan.

338. As with all advice notes, inspectors should **take care with the style and content of what is written**, paying close attention to the *Guide to Ofsted's house style*, and should also be aware that any of these forms may be requested under the Freedom of Information Act.<sup>62,63</sup>

### Quality assurance of education-only and integrated advice notes

339. Following the evaluation, the lead inspector will submit the advice note to the ISP for quality assurance in line with the guidance in this document.

340. If any of the boarding/residential aspects of an integrated advice note need to be changed at the quality assurance stage, the inspection service provider's quality assurance team must have the agreement of the social care inspector **before** the change is made. Once any amendments are agreed by the social care inspector, and incorporated in the document, the inspection service provider's quality assurance team **must** provide a copy of the amended document to the social care inspector via their secure inspection portal. If the changes are small scale, for example for grammatical accuracy, the revised document should be sent for the social care inspector's information only.

<sup>62</sup> *Guide to Ofsted's house style* (080230), Ofsted, 2014; [www.gov.uk/government/publications/guide-to-ofsteds-house-style](http://www.gov.uk/government/publications/guide-to-ofsteds-house-style).

<sup>63</sup> [www.legislation.gov.uk/ukpga/2000/36/contents](http://www.legislation.gov.uk/ukpga/2000/36/contents).

However, where the substance of the welfare section of the document has been changed, the inspection service provider's quality assurance team must also liaise with the social care inspector by telephone, and give them the opportunity to comment.

341. When the advice note has been signed-off, it will be sent to the DfE.

342. Please refer to Annex E for a timeline for evaluating school action plans.

### **Quality assurance of welfare-only advice notes**

343. The remit team will send the advice note to the Regulatory inspection manager (RIM) to arrange for the welfare-only advice note to be quality assured, and will send the final version to the DfE.

## Annex A. Timeline for conducting pre-registration inspections to new schools

Pre-registration inspections of proposed new schools are managed by the inspection service provider (ISP). They may take place on any day of the week. If the school requests deferral of inspection, for example due to incomplete buildings or imminent appointment of headteacher, a new inspection date should be agreed between the ISP and Ofsted.

Timeline	Process
	<ul style="list-style-type: none"> <li>■ The DfE commissions inspection via Ofsted's Independent schools remit team (remit team).</li> <li>■ Remit team forwards commission to the Ofsted scheduling team and the relevant inspection service provider (ISP), copied to the relevant regional Senior HMI (SHMI).</li> <li>■ In the rare case of complex inspections, the regional SHMI may seek advice on the scope and tariff from the Special adviser HMI independent schools.</li> <li>■ The Ofsted scheduling team and the ISP schedule the inspection.</li> <li>■ The ISP makes the school's documentation, the inspection commissioning form and the relevant forms for the inspection available to inspector(s) on the secure inspection portal.</li> </ul>
<b>Day –2</b>	<ul style="list-style-type: none"> <li>■ The ISP calls school to give two days' notice of the inspection.</li> <li>■ The ISP sends formal notification of inspection letter to school, with reminder about any additional required information needed on the inspection day.</li> </ul>
<b>Day 1</b>	On-site inspection – one full day.
<b>Day +1</b>	<ul style="list-style-type: none"> <li>■ Lead inspector's (LI) writing day.</li> <li>■ LI uploads the advice note and pre-registration regulatory check sheet to the ISP's portal by the end of the day.</li> <li>■ LI has five working days from the end of the inspection to send the evidence base of the inspection to the ISP (Day +1 to Day +5).</li> <li>■ In the case of <b>integrated inspections</b>, the lead social care inspector (LSCI) provides their contribution to the LI as soon as possible, if this was not practicable at the end of the on-site inspection.</li> </ul>
<b>Day +2–3</b>	Quality assurance: the ISP ensures quality of the advice note and pre-registration regulatory check sheet.
<b>Day +4</b>	<ul style="list-style-type: none"> <li>■ The ISP submits advice note and pre-registration regulatory check sheet to Ofsted's Inspection quality and complaints administration team (IQCA).</li> <li>■ Where there is no requirement for further quality assurance by Ofsted, the ISP must submit the <b>final clean version</b> of the advice note and pre-registration regulatory check sheet.</li> </ul>



Timeline	Process
<b>Day +5–6</b>	<p><b>Where there will be no further quality assurance by Ofsted:</b></p> <ul style="list-style-type: none"> <li>■ The IQCA sends the advice note and pre-registration regulatory check sheet to the DfE and Ofsted’s remit team.</li> </ul> <p><b>Where quality assurance by Ofsted is required:</b></p> <ul style="list-style-type: none"> <li>■ The IQCA sends the draft advice note and pre-registration regulatory check sheet to the relevant regional Executive Assistant, who allocates them to an HMI for quality assurance.</li> </ul>
<b>Day +6–11</b>	<p><b>Where quality assurance by Ofsted is required:</b></p> <p>The region quality assures the advice note and pre-registration regulatory check sheet.</p>
<b>Day +11</b>	<p><b>Where quality assurance by Ofsted is required:</b></p> <p>The region returns quality assured advice note and pre-registration regulatory check sheet to the IQCA by close of business.</p>
<b>Day +12</b>	<p><b>Where quality assurance by Ofsted is required:</b></p> <p>The IQCA sends quality assured advice note and pre-registration regulatory check sheet to the ISP.</p>
<b>Day +13</b>	<p><b>All cases:</b></p> <ul style="list-style-type: none"> <li>■ The ISP submits final clean version of the advice note and pre-registration regulatory check sheet to Ofsted via the datafeed.</li> </ul> <p><b>Where quality assurance has been carried out by Ofsted:</b></p> <ul style="list-style-type: none"> <li>■ The ISP emails final clean version of the advice note and pre-registration regulatory check sheet to the IQCA.</li> </ul>
<b>Day +14</b>	<p><b>Where quality assurance has been carried out by Ofsted:</b></p> <p>The IQCA emails the advice note and pre-registration regulatory check sheet to the DfE and Ofsted’s remit team.</p>

## Annex B. Timeline for conducting material change inspections

Material change inspections are managed by the inspection service provider. They may take place on any day of the week. If the school requests deferral of inspection, for example due to incomplete buildings or imminent appointment of headteacher, a new inspection date should be agreed between the ISP and Ofsted.

Timeline	Process
	<ul style="list-style-type: none"> <li>■ The DfE commissions inspection via Ofsted's Independent schools remit team (remit team).</li> <li>■ Remit team forwards commission to the Ofsted scheduling team and the relevant inspection service provider (ISP), copied to the relevant regional Senior HMI (SHMI).</li> <li>■ In the rare case of complex inspections, the regional SHMI may seek advice on the scope and tariff from the Special adviser HMI independent schools.</li> <li>■ The Ofsted scheduling team and the ISP schedule the inspection.</li> <li>■ The ISP makes the school's documentation, the inspection commissioning form and the relevant forms for the inspection available to inspector(s) on the secure inspection portal.</li> </ul>
<b>Day –2</b>	<ul style="list-style-type: none"> <li>■ The ISP calls school to give two days' notice of the inspection.</li> <li>■ The ISP sends formal notification of inspection letter to school, with reminder about any additional required information needed on the inspection day.</li> </ul>
<b>Day 1</b>	On-site inspection – one full day.
<b>Day +1</b>	<ul style="list-style-type: none"> <li>■ Lead inspector's (LI) writing day.</li> <li>■ LI uploads the advice note to the ISP's portal by the end of the day.</li> <li>■ LI has five working days from the end of the inspection to send the evidence base of the inspection to the ISP (Day +1 to Day +5).</li> <li>■ In the case of <b>integrated inspections</b>, the lead social care inspector (LSCI) provides their contribution to the LI as soon as possible, if this was not practicable at the end of the on-site inspection.</li> </ul>
<b>Day +2–3</b>	Quality assurance: the ISP ensures quality of the advice note.
<b>Day +4</b>	<p>The ISP submits advice note to Ofsted's Inspection quality and complaints administration team (IQCA).</p> <p>Where there is no requirement for further quality assurance by Ofsted, the ISP must submit the <b>final clean version</b> of the advice note.</p>
<b>Day +5–6</b>	<p><b>Where there will be no further quality assurance by Ofsted:</b></p> <ul style="list-style-type: none"> <li>■ The IQCA sends the advice note to the DfE and Ofsted's remit team.</li> </ul> <p><b>Where quality assurance by Ofsted is required:</b></p> <ul style="list-style-type: none"> <li>■ The IQCA sends the draft advice note to the relevant regional Executive Assistant, who allocates it to an HMI for quality</li> </ul>

Timeline	Process
	assurance.
<b>Day +6–11</b>	<b>Where quality assurance by Ofsted is required:</b> The region quality assures the advice note.
<b>Day +11</b>	<b>Where quality assurance by Ofsted is required:</b> The region returns the quality assured advice note to the IQCA by close of business.
<b>Day +12</b>	<b>Where quality assurance by Ofsted is required:</b> The IQCA sends quality assured advice note to the ISP.
<b>Day +13</b>	<b>All cases:</b> <ul style="list-style-type: none"> <li>■ The ISP submits final clean version of the advice note to Ofsted via the datafeed.</li> </ul> <b>Where quality assurance has been carried out by Ofsted:</b> <ul style="list-style-type: none"> <li>■ The ISP emails final clean version of the advice note to the IQCA.</li> </ul>
<b>Day +14</b>	<b>Where quality assurance has been carried out by Ofsted:</b> The IQCA emails the advice note to the DfE and Ofsted’s remit team.

## Annex C. Timeline for conducting emergency inspections

Emergency inspections are managed by the inspection service provider. They may take place on any day of the week. Emergency inspections (education-only, welfare-only and integrated education and welfare) are normally conducted without notice.

Timeline	Process
	<ul style="list-style-type: none"> <li>■ The DfE commissions inspection via Ofsted's Independent schools remit team (remit team).</li> <li>■ Remit team forwards commission to the relevant regional Senior HMI (SHMI).</li> <li>■ The regional SHMI determines the scope, tariff and resource and liaises with the Ofsted scheduling team and the ISP to schedule the inspection. In the case of complex inspections, the regional SHMI may seek advice on the scope and tariff from the Special adviser HMI independent schools.</li> <li>■ The ISP makes the inspection commissioning form and the relevant forms for the inspection available to inspector(s) on the secure inspection portal.</li> </ul>
<b>Day –1</b>	<p>Lead inspector's (LI) planning day – one full day.</p> <p><b>Integrated and welfare-only inspections</b></p> <p>Morning</p> <ul style="list-style-type: none"> <li>■ Planning – one half day for lead social care inspector (LSCI).</li> </ul> <p>Afternoon</p> <ul style="list-style-type: none"> <li>■ On-site inspection – one half day for LSCI, starting at 4pm.</li> </ul>
<b>Day 1</b>	<p><b>Integrated inspections</b></p> <p>Morning</p> <ul style="list-style-type: none"> <li>■ On-site inspection – one half day for LSCI.</li> </ul> <p>Afternoon</p> <ul style="list-style-type: none"> <li>■ LSCI's writing time – contribution to the integrated report is passed to the LI by 'safestick'.</li> <li>■ Joint feedback with the LI.</li> </ul> <p><b>Integrated and education-only inspections</b></p> <ul style="list-style-type: none"> <li>■ On-site inspection – one full day for the LI.</li> <li>■ Joint feedback with the LSCI.</li> </ul> <p><b>Welfare-only inspections</b></p> <ul style="list-style-type: none"> <li>■ LSCI finishes inspecting and provides feedback around midday.</li> </ul>
<b>Day +1</b>	<p><b>Integrated and education-only inspections</b></p> <ul style="list-style-type: none"> <li>■ LI's writing day.</li> <li>■ LI uploads the advice note and emergency inspection report (if recommended) to the ISP's portal by the end of the day.</li> <li>■ LI has five working days from the end of the inspection to send the</li> </ul>

Timeline	Process
	evidence base of the inspection to the ISP (Day +1 to Day +5). <b>Welfare-only inspection</b> <ul style="list-style-type: none"> <li>■ LSCI's writing day.</li> <li>■ LSCI submits their Emergency inspection toolkit, and emails the advice note to one of the social care HMI for quality assurance.</li> </ul>
<b>Day +2–3</b>	Quality assurance: the ISP ensures quality of the advice note and, where one has been written, the report. <b>Where a report has been written:</b> The ISP sends draft advice note and report back to lead inspector to check.
<b>Day +4</b>	<b>Where a report has not been recommended:</b> The ISP submits the advice note to Ofsted's Inspection quality and complaints administration team (IQCA). Where there is no requirement for further quality assurance by Ofsted, the ISP must submit the <b>final clean version</b> of the advice note. <b>Where a report has been recommended:</b> <ul style="list-style-type: none"> <li>■ LI checks advice note and report.</li> <li>■ LI sends draft advice note and report to the ISP and sends the evidence base to the ISP.</li> <li>■ The ISP submits the draft advice note and report to the IQCA.</li> </ul>
Please refer to the options below for the next steps.	

### Scenario 1. Where a report has not been recommended to the DfE and there will be no further quality assurance by Ofsted

Timeline	Process
<b>Day +5–6</b>	The IQCA sends the final version of the advice note to the DfE and the Ofsted remit team.
<b>Day +15</b>	In the case of integrated inspections, deadline for LSCI to ensure any amendments made to the boarding aspects of the integrated advice note are reflected in the RSA toolkit (editing is possible up to 15 working days after toolkit submission).
<b>Day +19</b>	The ISP submits the final version of the advice note to Ofsted via the datafeed.
No further action.	

### Scenario 2. Where a report has not been recommended to the DfE but quality assurance of the advice note by Ofsted is required

Timeline	Process
<b>Day +5–6</b>	IQCA sends the draft advice note to the region for quality assurance.
<b>Day +6–14</b>	The region quality assures the advice note.

<b>Day +14</b>	The region returns the quality assured advice note to the IQCA by close of business.
<b>Day +15</b>	<ul style="list-style-type: none"> <li>■ The IQCA sends quality assured advice note to the ISP.</li> <li>■ In the case of integrated inspections, deadline for LSCI to ensure any amendments made to the boarding aspects of the integrated advice note are reflected in the RSA toolkit (editing is possible up to 15 working days after toolkit submission).</li> </ul>
<b>Day +19</b>	<ul style="list-style-type: none"> <li>■ The ISP submits the final clean version of the advice note to Ofsted via the datafeed.</li> <li>■ The ISP emails the final clean version of the advice note to the IQCA.</li> </ul>
<b>Day +20</b>	The IQCA emails the final clean version of the advice note to the DfE and Ofsted's remit team.
No further action.	

### Scenario 3. Where a report has been recommended to the DfE

Timeline	Process
<b>Day +5–6</b>	<ul style="list-style-type: none"> <li>■ The IQCA sends the advice note and report to the remit team.</li> <li>■ The remit team will forward the advice note and report to the DfE who will decide whether or not the report will be published.</li> </ul>
<b>Day +6–7</b>	<ul style="list-style-type: none"> <li>■ Report and advice note are with the DfE.</li> <li>■ Decision on report publication provided to remit team by Day +7.</li> </ul>
<b>Day +8</b>	Remit team informs the IQCA of the DfE's decision whether or not to publish the report.
Please refer to the options below for the next steps.	

### Scenario 3A. Where the DfE does not require a report to be published and no further quality assurance is required

Timeline	Process
<b>Day +9</b>	The IQCA informs the ISP of the DfE's decision by email.
<b>Day +15</b>	In the case of integrated inspections, deadline for SCI to ensure any amendments made to the boarding aspects of the integrated advice note are reflected in the RSA toolkit (editing is possible up to 15 working days after toolkit submission).
<b>Day +19</b>	<ul style="list-style-type: none"> <li>■ The ISP submits the final clean version of the advice note to Ofsted via the datafeed.</li> <li>■ The ISP sends the final clean version of the advice note to the IQCA.</li> </ul>
<b>Day +20</b>	The IQCA emails the final clean version of the advice note to the DfE and Ofsted's remit team.
No further action.	

### Scenario 3B. Where the DfE does not require a report to be published but quality assurance of the advice note by Ofsted is required

Timeline	Process
<b>Day +9</b>	<ul style="list-style-type: none"> <li>■ The IQCA informs the ISP of the DfE's decision.</li> <li>■ The IQCA sends the advice note to the relevant region.</li> </ul>
<b>Day +9–14</b>	The region quality assures the advice note.
<b>Day +14</b>	The region returns the quality assured advice note to the IQCA by close of business.
<b>Day +15</b>	<ul style="list-style-type: none"> <li>■ The IQCA sends quality assured advice note to the ISP.</li> <li>■ In the case of integrated inspections, deadline for SCI to ensure any amendments made to the boarding aspects of the integrated advice note are reflected in the RSA toolkit (editing is possible up to 15 working days after toolkit submission).</li> </ul>
<b>Day +19</b>	<ul style="list-style-type: none"> <li>■ The ISP submits the final clean version of the advice note to Ofsted via the datafeed.</li> <li>■ The ISP emails the final clean version of the advice note to the IQCA.</li> </ul>
<b>Day +20</b>	The IQCA emails the final clean version of the advice note to the DfE and Ofsted's remit team.
No further action.	

### Scenario 3C. Where the DfE requires the report to be published

Timeline	Process
<b>Day +9</b>	<ul style="list-style-type: none"> <li>■ The IQCA informs the ISP of the DfE's decision by email.</li> <li>■ The IQCA sends the report and advice note to the relevant regional Executive Assistant, who allocates them to an HMI for quality assurance</li> </ul>
<b>Day +9–14</b>	The region quality assures the advice note and report.
<b>Day +14</b>	The region returns the quality assured advice note to the IQCA by close of business.
<b>Day +15</b>	<ul style="list-style-type: none"> <li>■ The IQCA sends the quality assured advice note and report to the ISP.</li> <li>■ In the case of integrated inspections, deadline for SCI to ensure any amendments made to the boarding aspects of the integrated report and advice note are reflected in the RSA toolkit (editing is possible up to 15 working days after toolkit submission).</li> </ul>
<b>Day +16</b>	By 10am the ISP sends the draft report to the school for a factual accuracy check.
<b>Day +16–17</b>	<ul style="list-style-type: none"> <li>■ Report is with the school.</li> <li>■ Draft report sent back to the ISP with school comments form by the</li> </ul>

Timeline	Process
	end of Day +17.
<b>Day +18</b>	<ul style="list-style-type: none"> <li>■ The ISP considers the comments made by the school and where appropriate agrees changes with lead inspector (telephone contact with lead inspector where needed). Lead inspector liaises with social care inspector where necessary.</li> <li>■ The ISP finalises the report.</li> </ul>
<b>Day +19</b>	<ul style="list-style-type: none"> <li>■ The ISP sends the final clean version of the report to the school.</li> <li>■ The ISP submits the final clean version of the advice note and report to Ofsted via the datafeed.</li> <li>■ The ISP emails the final clean version of the advice note and report to the IQCA.</li> </ul>
<b>Day +20</b>	The IQCA emails the final clean version of the advice note and report to the DfE and Ofsted's remit team.
<b>Day +23</b>	Remit team to allow publication of the emergency report in ITS (to allow the 5 working day window for the school to distribute the report to parents)
<b>Day +24</b>	Report published on Ofsted website.
No further action.	



## Annex D. Timeline for conducting monitoring inspections to follow up a school's progress (education-only and integrated inspections)

Progress monitoring inspections are managed by the inspection service provider. They may take place on any day of the week. All progress monitoring inspections (education-only, welfare-only and integrated education and welfare) of independent schools are conducted at no notice.

Timeline	Process
	<ul style="list-style-type: none"> <li>■ The DfE commissions inspection via Ofsted's Independent schools remit team (remit team).</li> <li>■ Remit team forwards commission to the relevant regional Senior HMI (SHMI) with advice on scope and tariff from the Special adviser HMI independent schools.</li> <li>■ The regional SHMI determines the scope, tariff and resource and liaises with the Ofsted scheduling team and the ISP to schedule the inspection. In the case of complex inspections, the regional SHMI may seek advice on the scope and tariff from the Special adviser HMI independent schools.</li> <li>■ The ISP makes the inspection commissioning form and the relevant forms for the inspection available to inspector(s) on the secure inspection portal.</li> </ul>
<b>Day –1</b>	Lead inspector's (LI) planning day – one full day. <b>Integrated and welfare-only inspections</b> Morning <ul style="list-style-type: none"> <li>■ Planning – one half day for lead social care inspector (LSCI).</li> </ul> Afternoon <ul style="list-style-type: none"> <li>■ On-site inspection – one half day for LSCI, starting at 4pm.</li> </ul>
<b>Day 1</b>	<b>Integrated inspections</b> Morning <ul style="list-style-type: none"> <li>■ On-site inspection – one half day for LSCI.</li> </ul> Afternoon <ul style="list-style-type: none"> <li>■ LSCI's writing time – contribution to the integrated report is passed to the LI by 'safestick'.</li> <li>■ Joint feedback with the LI.</li> </ul> <b>Integrated and education-only inspections</b> <ul style="list-style-type: none"> <li>■ On-site inspection – one full day for the LI.</li> <li>■ Joint feedback with the LSCI.</li> </ul> <b>Welfare-only inspections</b> <ul style="list-style-type: none"> <li>■ LSCI finishes inspecting and provides feedback around midday.</li> </ul>
<b>Day +1</b>	<b>Integrated and education-only inspections</b> <ul style="list-style-type: none"> <li>■ LI's writing day.</li> </ul>

Timeline	Process
	<ul style="list-style-type: none"> <li>■ LI uploads the <i>Progress monitoring independent school standards compliance record</i> (PM ISS record) and progress monitoring inspection report to the ISP's portal by the end of the day.</li> <li>■ LI has five working days to submit the evidence base of the inspection to the ISP (Day +1 to Day +5).</li> </ul> <p><b>Welfare-only inspection</b></p> <ul style="list-style-type: none"> <li>■ LSCI's writing day.</li> <li>■ LSCI submits their Progress monitoring inspection toolkit, and emails the PM ISS record to one of the social care HMI for quality assurance.</li> </ul>
<b>Day +2–3</b>	<p>Quality assurance: the ISP ensures the quality of the PM ISS record and the report.</p> <p>The ISP sends draft report back to LI to check.</p>
<b>Day +4</b>	<ul style="list-style-type: none"> <li>■ LI checks PM ISS record and report.</li> <li>■ LI sends final draft advice note and report to the ISP and sends the evidence base to the ISP.</li> <li>■ The ISP submits PM ISS record and report to Inspection quality and complaints administration team (IQCA) by the end of the day.</li> </ul>
<b>Day +5–6</b>	<p>The IQCA sends the report and PM ISS record to the relevant regional Executive Assistant, who allocates them to an HMI for quality assurance.</p>
<b>Day +6–11</b>	<p>The region quality assures the report.</p>
<b>Day +11</b>	<p>The region returns quality assured report and ISS compliance record to the IQCA by close of business.</p>
<b>Day +12</b>	<p>The IQCA sends quality assured report and ISS compliance record back to the ISP.</p>
<b>Day +13</b>	<p>By 10am the ISP sends draft report to the school for factual accuracy check.</p>
<b>Day +13–14</b>	<ul style="list-style-type: none"> <li>■ Report is with the school.</li> <li>■ Draft report sent back to the ISP with school comments form by the end of Day +14.</li> </ul>
<b>Day +15</b>	<ul style="list-style-type: none"> <li>■ The ISP considers the comments made by the school and where appropriate agrees changes with lead inspector (telephone contact with lead inspector where needed). Lead inspector liaises with social care inspector where necessary.</li> <li>■ The ISP finalises the report.</li> <li>■ In the case of integrated inspections, deadline for SCI to ensure any amendments made to the boarding aspects of the integrated report are reflected in the RSA toolkit (editing is possible up to 15 working days after toolkit submission).</li> </ul>
<b>Day +16</b>	<ul style="list-style-type: none"> <li>■ The ISP sends the final clean version of the report to the school.</li> <li>■ The ISP submits the final clean version of the PM ISS record and report to Ofsted via the datafeed.</li> </ul>

Timeline	Process
	<ul style="list-style-type: none"> <li data-bbox="459 309 1334 371">■ The ISP emails the final clean version of the PM ISS record and report to the IQCA.</li> </ul>
<b>Day +17</b>	The IQCA emails the PM ISS record and report to the DfE and the remit team.
<b>Day +21</b>	Report published on Ofsted website.

## Annex E. Timeline for evaluating school action plans

Evaluations of school action plans are managed by Ofsted. They may take place on any day of the week.

Timeline	Process
	<p>The DfE commissions evaluation via Ofsted's Independent schools remit team (remit team).</p> <p><b>Where the last inspection was HMI-led:</b>  Remit team forwards commission to the relevant regional mailbox (for the attention of the Executive Assistant) and to the Ofsted scheduling team, copied to the relevant regional Senior HMI (SHMI).</p> <p><b>Where the last inspection was AI-led:</b>  Remit team forwards commission to the relevant inspection service provider (ISP) and the Ofsted scheduling team, copied to the relevant regional SHMI.</p>
<p><b>Day –9 to Day 1</b>  <b>(10 working day window)</b></p>	<p><b>Where the last inspection was HMI-led:</b></p> <ul style="list-style-type: none"> <li>■ The scheduling team assigns the commission to the HMI who carried out the inspection where the unmet independent school standards were identified. If the HMI is unavailable, the scheduling team assigns another HMI.</li> <li>■ Where the action plan also sets out how the school will address unmet national minimum standards in its boarding/residential provision, the scheduling team will also assign the lead social care inspector (LSCI) from the inspection, or another social care inspector.</li> <li>■ The scheduling team liaises with the ISP to schedule the evaluation.</li> </ul> <p><b>Where the last inspection was AI-led:</b></p> <ul style="list-style-type: none"> <li>■ The scheduling team liaises with the ISP to schedule the evaluation.</li> <li>■ The ISP assigns the commission to the AI who carried out the inspection where the unmet independent school standards were identified. If the AI is unavailable, another AI will be deployed.</li> <li>■ Where the action plan also sets out how the school will address unmet national minimum standards in its boarding/residential provision, the scheduling team will also assign the lead social care inspector (LSCI) from the inspection, or another social care inspector.</li> </ul> <p><b>All cases:</b></p> <ul style="list-style-type: none"> <li>■ The ISP makes the inspection commissioning form and accompanying documents and the relevant advice note for the evaluation available to inspector(s) on the secure inspection portal.</li> <li>■ HMI/AI/LSCI evaluate the action plan.</li> </ul>
<p><b>Day +1</b></p>	<p>HMI/AI (education) uploads advice note to the ISP portal by the end of the day.</p>
<p><b>Day +2–3</b></p>	<p>Quality assurance: the ISP ensures quality of the advice note.</p>

Timeline	Process
<b>Day +4</b>	<ul style="list-style-type: none"> <li>■ The ISP submits advice note to Ofsted’s Inspection quality and complaints administration team (IQCA).</li> <li>■ Where there is no requirement for further quality assurance by Ofsted, the ISP must submit the <b>final clean version</b> of the advice note.</li> </ul>
<b>Day +5–6</b>	<p><b>Where there will be no further quality assurance by Ofsted:</b></p> <ul style="list-style-type: none"> <li>■ The IQCA sends the advice note to the DfE and Ofsted’s remit team.</li> </ul> <p><b>Where quality assurance by Ofsted is required:</b></p> <ul style="list-style-type: none"> <li>■ The IQCA sends the draft advice note to the relevant regional Executive Assistant, who allocates it to an HMI for quality assurance.</li> </ul>
<b>Day +6–11</b>	<p><b>Where quality assurance by Ofsted is required:</b></p> <p>The region quality assures the advice note.</p>
<b>Day +11</b>	<p><b>Where quality assurance by Ofsted is required:</b></p> <p>The region returns quality assured advice note to the IQCA by close of business.</p>
<b>Day +12</b>	<p><b>Where quality assurance by Ofsted is required:</b></p> <p>The IQCA sends quality assured advice note to the ISP.</p>
<b>Day +13</b>	<p><b>All cases:</b></p> <ul style="list-style-type: none"> <li>■ The ISP submits final clean version of the advice note to Ofsted via the datafeed.</li> </ul> <p><b>Where quality assurance has been carried out by Ofsted:</b></p> <ul style="list-style-type: none"> <li>■ The ISP emails final clean version of the advice note to the IQCA.</li> </ul>
<b>Day +14</b>	<p><b>Where quality assurance has been carried out by Ofsted:</b></p> <p>The IQCA emails the advice note to the DfE and Ofsted’s remit team.</p>

## Annex F. Tariff for additional inspections

<b>Inspection type</b>	<b>Number of pupils on roll</b>	<b>Tariff:</b> total number of days allocated to the lead inspector for preparation, inspection and writing the report	Of which, total maximum number of days the lead inspector spends on site at the school	<b>Augmented team:</b> total maximum number of on-site days allocated to one additional education inspector, where required	<b>If boarding or residential special school:</b> <b>integrated team:</b> Total maximum number of on-site days allocated to lead social care inspector
<b>Pre-registration</b>	Any size	2	1	N/A	1
<b>Material change</b>	Any size	2	1	N/A	1
<b>Emergency</b>	Any size	3	1	1*	1**
<b>Progress monitoring</b>	Any size	3	1	1*	1**

\* Additional inspectors will only be added to the team where the nature of the inspection or the circumstances of the school requires it as recommended by the relevant regional Senior HMI for independent schools to the relevant regional director who has the ultimate decision.

\*\* An additional social care inspector will be added to the team where there are more than 50 boarders on roll, or where there are more than two boarding houses which are not located in the same district, as recommended by the Senior HMI for boarding provision in schools to the appropriate regional director who has the ultimate decision.

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## **Annex G. Types of school – options for welfare-only reports**

344. Inspectors must choose one of the options shown below and paste it into the 'Type of school' field on the provider and setting screen of the RSA toolkit. These options are provided for social care inspectors to use to ensure national consistency in published reports. The type of school must be in sentence case.

- Independent schools subject to inspection under section 109(1) and (2) of the Education and Skills Act 2008:
  - Independent boarding school
  - Independent residential special school
  - Independent boarding school which is part of the Steiner Waldorf Fellowship
  - Independent boarding school which is linked to the Christian Schools' Trust
  - Independent boarding school which is linked to the Association of Muslim Schools.